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ABSTRACT

This study, commissioned to investigate how well the collection and services of the Regina Public Library meet the educational and recreational needs of the children of Regina, has tried to answer these questions: For what purpose do children in Regina use the public library? How well are the informational and recreational needs of library users met? What characteristics differentiate children who use the library from those who do not? Are there changes in policy, services, or collections which the library could make which would improve services to library users? and Are there changes the library could make which might encourage non-users to make use of the library? The study focused on school age children, and results are reported separately for the 6 to 9 year-old-group and the 10 to 12 group. Design and methodology for the study are described and the statistical analyses used are discussed. Recommendations are offered for three areas: policy and planning, collections and services, and programs and publicity. Two questionnaires are appended, one for library users and one for schools. (Author/RAO)

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Children Using Media

Reading and Viewing Preferences Among the Users and Non-Users of the Regina Public Library

Research Report

Prepared by
Adele M. Fasick
and
Claire England

for
Regina Public Library
Regina, Saskatchewan
Canada

Chief Librarian: Ronald Yeo

January, 1977

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Addendum

Adele M. Fasick, Ph.D.
Faculty of Library Science
University of Toronto

and

Claire England, Ph.D.
Faculty of Library Science
University of Toronto

Prepared by
Centre for Research in Librarianship
Faculty of Library Science, University of Toronto

for the
Regina Public Library
Regina, Saskatchewan
Canada
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CONTENTS

TABLES i

ACKNOWLEDGEMENTS iii

1 OVERVIEW AND RECOMMENDATIONS 1

2 CHILDREN SIX TO NINE 5
- Description of Sample 5
- Use of Television 5
- Newspaper and Magazine Reading 6
- Book Reading 7
- Information Needs and Searching 7
- Social Factors 8
- Summary 8

3 LIBRARY USE BY CHILDREN NINE AND YOUNGER 10
- Purpose and Nature of Library Visits 10
- Views of the Library by the School Sample 12
- Non-Fiction Interests — Boys 13
- Non-Fiction Interests — Girls 15
- Summary 17

4 CHILDREN TEN AND OLDER 18
- Description of Sample 18
- Use of Television 18
- Newspaper Reading 18
- Magazine Reading 19
- Book Reading 19
- Information Needs and Searching 20
- Social Factors 21
- Summary 22

5 LIBRARY USE BY CHILDREN TEN AND OLDER 23
- Purpose and Nature of Library Visits 23
- Changes in the Library Suggested by Children 25
- Attitude of School Sample Toward the Library 25
- Non-Fiction Interests of Boys 26
- Non-Fiction Interests of Girls 28
- Summary 29

6 THE COLLECTION 30
- Assessment from Children's Preferences, Circulation and Balance of Collection 30
- The Collection Assessment by Inventory Checklist .. 33
- Summary 38

APPENDIX A Methodology and Instruments 40

APPENDIX B Summary of Statistical Analysis 43

APPENDIX C Checklist of Books 49

QUESTIONNAIRE FOR LIBRARY USERS 67

QUESTIONNAIRE FOR SCHOOLS 74

TABLES

1 Age, Grade and Type of School Attended by Children Nine and Younger 5
2 Frequency of Television Viewing by Children Nine and Younger 5
3 Television-Inspired Book Reading by Children Nine and Younger 5
4 Favourite Television Shows of Children Nine and Younger 5
5 Newspaper Reading by Children Nine and Younger 6
6 Sections of Newspaper Read by Children Nine and Younger 6
7 Types of Magazines Read by Children Nine and Younger 6
8 Frequency of Reading of Children Nine and Younger 6
9 Types of Books Most Frequently Read by Children Nine and Younger 7
10 Unmet Information Needs of Children Nine and Younger 7
11 First Source of Information for Children Nine and Younger 7
12 Educational Expectations of Children Nine and Younger 8
13 Job Goals of Children Nine and Younger 8
14 Membership on Teams and Clubs for Children Nine and Younger 8
15 People who Visited Library with Children Nine and Younger 10
16 Means of Transportation to Library Used by Children Nine and Younger 10
17 Frequency of Trips to Library by Children Nine and Younger 10
18 Length of Library Visits by Children Nine and Younger 10
19 Reasons Given by Children Nine and Younger for Enjoying the Library 10
20 Reasons for Current Library Visit by Children Nine and Younger 10
21 Use of Public Library Material for School by Children Nine and Younger 11
22 First Place Searched for Library Materials by Children Nine and Younger 11
23 Success in Finding Library Materials by Children Nine and Younger 11
24 Satisfaction with Library Materials by Children Nine and Younger 11
25 Materials suggested for Library Purchase by Children Nine and Younger 11
26 Knowledge of Library Materials by Children Nine and Younger in School Sample 12
27 Knowledge of Library Programs by Children Nine and Younger in School Sample 12
28 Source of Information about Public Library for Children Nine and Younger in School Sample 12
29 Sources of Books for Children Nine and Younger in School Sample 12
30 Reasons for Infrequent Use of Public Library by Children Nine and Younger in School Sample 13
31 Rank-Order of Non-Fiction Interests of Boys Nine and Younger 13
32 Degree of Interest and Perception of Materials in Non-Fiction for Boys Nine and Younger 14
33 Rank-Order of Non-Fiction Interests of Girls Nine and Younger 15
34 Degree of Interest and Perception of Materials in Non-Fiction for Girls Nine and Younger 16
35 Age, Grade and Type of School Attended by Children Ten and Older 18
36 Frequency of Television Viewing by Children Ten and Older 18
37 Television Inspired Book Reading by Children Ten and Older 18
38 Favourite Television Shows of Children Ten and Older 18
39 Newspaper Reading by Children Ten and Older 19
40 Sections of Newspaper Read by Children Ten and Older 19
41 Types of Magazines Read by Children Ten and Older 19
42 Frequency of Reading by Children Ten and Older 19
43 Types of Books Most Frequently Read by Children Ten and Older 20
44 First Source of Information for Children Ten and Older 20
45 Educational Goals of Children Ten and Older 21
46 Occupational Goals of Children Ten and Older 21
47 Scores of Self-Concept Test for Children Ten and Older 21
48 Membership on Teams and Clubs for Children Ten and Older 22
49 Means of Transportation to Library Used by Children Ten and Older 23
50 People Who Visited Library with Children Ten and Older 23
51 Reasons Given by Children Ten and Older for Enjoying the Library 23
52 Length of Library Visits of Children Ten and Older 23
53 Reasons for Current Library Visit Given by Children Ten and Older 23
54 Use of Public Library Material for School by Children Ten and Older 24
55 First Place Searched for Library Material by Children Ten and Older 24
56 Success in Finding Library Material by Children Ten and Older 24
57 Satisfaction with Library Material by Children Ten and Older 24
58 Print Material suggested for Library Purchase by Children Ten and Older 24
59 Non-Print Material Suggested for Library Purchase by Children Ten and Older 25
60 Changes in Library Suggested by Children Ten and Older 25
61 Knowledge of Library Material by Children Ten and Older in School Sample 25
62 Knowledge of Library Programs by Children Ten and Older in School Sample 25
63 Sources of Books for Children Ten and Older in School Sample 26
64 Source of Information About Public Library for Children Ten and Older in School Sample 26
65 Reasons for Infrequent Use of Public Library by Children Ten and Older in School Sample 26
66 Rank-Order of Non-Fiction Interests of Boys Ten and Older 26
67 Degree of Interest and Perception of Collection in Non-Fiction Areas for Boys Ten and Older 27
68 Rank-Order of Non-Fiction Interests of Girls Ten and Older 28
69 Degree of Interest and Perception of Collection in Non-Fiction Areas for Girls Ten and Older 28

70 Characteristics of Children who answered "What kind of books do you read most often?" 30
71 Favourite Reading Ranked According to Spontaneous Responses 30
72 Ranking of Response to Specific Interests 30
73 Characteristics of Children who Ranked the Seven Specific Interest Areas 31
74 Size of Collection 31
75 Circulation of Collection 32
76 Circulation within Classes of Non-Fiction 32
77 Pure Sciences, the 500's 32
78 Applied Sciences, the 600's 33
79 Fine and Recreational Arts, the 700's 33
80 History, the 900's 33
81 Percentage Represented within Checklist Sections 37
82 Overall Percentage of Collection Checklist at Libraries 38
83 Question Numbers of Variables in Interview Schedules 40
84 Percentage of Interviews Collected at Locations Compared with Circulation in 1974 40
85 Age-Distribution of Children Borrowing Books from Regina Public Library during Survey Period 41
86 Age-Distribution of Borrowers and of Sample Groups for Ages Seven to Eleven 42
87 Distribution of Boys and Girls in Borrowers Group and Users Sample 42
88 General Findings about Sample 43
89 Findings on Spontaneous Responses About Reading Interests 44
90 Summary of Children's Interests in Myths, Legends, Folk and Fairy Tales 45
91 Summary of Children's Interests in Animals 46
92 Summary of Children's Interests in Crafts and Hobbies 46
93 Summary of Children's Interests in Sports 47
94 Summary of Children's Interests in Explorers and Adventurers 47
95 Summary of Children's Interests in Earth Subjects 48
96 Comparison of Scores on the Piers-Harris Self Concept Scale 48

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Adele M. Fasick
Claire England

1

OVERVIEW AND RECOMMENDATIONS

Regina, Saskatchewan, seat of the provincial government and centre of a thriving agricultural community, has nearly doubled in population during the last twenty years. While the majority of its 154,000 residents are of British origin, there are large numbers of German, Ukrainian, French and Scandinavian families in the city.

The Regina Public Library, established in 1909 when the city was six years old, now serves the library needs of this growing population through a large central library, four branch libraries, and three booktrailers. Two new branches are scheduled for construction in the developing suburban areas. The library offers a variety of materials and services to serve the information and recreation needs of Regina's citizens. Circulation figures and attendance at library programs show that increasing use is being made of the library, and a continual program of assessment and evaluation helps to guide the planning of future services. Comments and criticisms made by library users help to keep staff members aware of new needs and trends which the library might serve. One important group of library users, however, are seldom able to report their needs or comments: these are the children.

Ronald Yeo, Chief Librarian, noted this fact in his comment on the role of the library for an inaugural edition of the newspaper *At the Library*. He writes that:

> On the basis of statistics we could proudly say we served our children well. More Regina children read more books in 1976 than ever before.
> We performed puppet plays, told stories, taught crafts, conducted class tours of our libraries and talked to students in schools. While all of this seems like the right thing to be doing we have some reservations about it. Are we expending our energies in the most appropriate way? Is our service having a meaningful effect upon the growth of our young people? In what direction should we be developing our service to children?

To answer some of these questions, the Regina Public Library commissioned this study to investigate how well the collection and services of the public library meet the educational and recreational needs of the children of Regina and to indicate steps the library might take to extend and enrich these services in appropriate directions.

Specifically, the study has tried to answer these questions:

- For what purpose do children in Regina use the public library?
- How well are the informational and recreational needs of library users met?
- What characteristics differentiate children who use the library from those who do not?
- Are there changes in policy, services, or collections which the library could make which would improve services to library users?
- Are there changes the library could make which might encourage non-users to make use of the library?

The study focused on school age children, both those who now use the library and those who do not. Preschool children were not included for two reasons. Because preschoolers have limited verbal abilities and experience, they cannot easily articulate their feelings about the library. An inordinate amount of time would have to be spent in observation and testing to discover the ways in which library services are meeting their needs and contributing to their growth. In addition, preschool children's attendance at the library is almost inevitably dependent on the decision of their parents or other adults to take them there. It is only as children become old enough to travel independently around their neighbourhood, that they can make voluntary choices about whether or not they will use the library. The factors which effect the children's voluntary use of libraries are the chief concern of this study.

Another group of users which this study did not include is the adult user of children's library materials. Almost 20 percent of the circulation of children's materials during the study period was to persons thirteen years of age or older, many of them university students, teachers, youth group leaders and parents. While service to these people is an important contribution to the community, it is not the primary goal for which children's services are designed and for this reason was omitted from the study.

Almost all of the children included in the study were between six and twelve years of age, although a few respondents were either younger or older. For convenience in discussing the data, the group has been divided into those respondents nine years old and younger and those ten years of age and older. The younger group of children are in the primary grades of school. For the most part they are beginning readers with limited skills. The older children between the ages of ten and twelve are in the intermediate grades, most of them have mastered the basic processes of reading and have achieved some independence in carrying on varied activities in the community.

There are two chapters in this report dealing with each of the age groups: one chapter on their background and use of media and a second one on their use of the library. A final chapter assessing the collection as a whole makes up the body of this report.

For additional information about the design and methodology of the study, the reader may turn to page 129; and for a discussion of the statistical analyses used, page 141.

This overview gives the major findings of the study in terms of the original questions asked, and recommendations based on these findings.

For what purpose do children in Regina use the public library?

The most frequently mentioned reason for visiting the library was to select books for personal reading. More than 90 percent of the children viewed the book collection as a major attraction of the library, while about 15 percent mentioned non-print materials and a similar number mentioned programs as reasons for enjoying the library.

Boys are more likely than girls to use the library for informational purposes, whether for school or for their own interest. Use of library material for school projects increases with age, as might be expected, but at all age levels boys are more likely than girls to use public library material for informational and school purposes. In the ten and older age group, a quarter of the boys report that most of the material borrowed from the public library is used for school projects.

Circulation statistics confirm the children's own statements about their interest in recreational reading. The circulation of fiction is three times greater than the circulation of non-fiction materials, although only about fifty percent of the collection is fiction. Within the area of fiction, younger children are looking for "good stories" of any type, while older children tend to specify particular kinds of fiction such as mysteries or adventure or horror stories.

Among non-fiction, fairy tales are popular especially with younger children, although they do not circulate as much as

other types of non-fiction. This interest, of course, is very close to being an interest in fiction and is only included in non-fiction by virtue of its Dewey classification. The information interests of children tend to be in the sciences, especially those dealing with animals, and in sports, crafts and hobbies.

About one child in eight expressed an interest in library programs. Film shows are by far the most popular type. Library activities, on the whole, seem to be less important to the children than library collections.

How well are the informational and recreational needs of library users met?

Almost all of the children interviewed in the library revealed a high level of satisfaction with present library services. Only a handful of children said that they did not enjoy visiting the library. Approximately three-quarters of the children said they had found what they were looking for on their current library trip, and about the same number reported that they were usually satisfied with material borrowed from the library.

There is some reason to suspect that recreational needs are better served than informational needs. Many of the children use the catalogue for access to the collection, and the catalogue in Regina contains fewer subject headings than those in a sample of comparable libraries. The size of the collection in some areas of non-fiction as measured by the collection checklist also showed that Regina has fewer titles in sports, and biography, particularly Canadian biography, than the libraries used for comparison. The collection is strong in fairy tales and mythology, but many children do not know that there are large numbers of titles available in these areas, indicating perhaps that they are not highly visible as subject areas. Specific weaknesses appear in some areas, such as hobby and craft books for boys. Although the holdings in these areas are numerous, girls report greater satisfaction than boys with books on these topics.

On the whole, boys appear somewhat less satisfied than girls with the library. Boys tend to suggest more materials for purchase and more changes in the library than do girls. Since more boys than girls are using the library for information purposes, this difference may be related to a greater emphasis by the library on recreational reading than on reference and information service.

What characteristics differentiate children who use the library from those who do not?

There appear to be few major differences between the children who use the library and those who do not. The division of the children into school and library samples does not, of course, represent a strict division into library users and non-users. While an effort was made in the schools to interview children who were not frequent library users, many of them do use the public library to some extent. Similarly in the library sample, not all of the children interviewed in the library would be habitual library users, although most of them did say that they visited the library frequently.

Despite the inevitable overlapping, there are some differences between the two samples. Not surprisingly, the children in the library sample report doing considerably more reading than do the other children. This includes not only books, but also newspaper reading. In both samples more children in the older age group report that they read the newspaper regularly than do younger children, but the library sample is much more apt to read the news stories in the paper.

More boys and girls ten years of age and over in the library sample expect to complete university than do children in the school sample. Although a majority of both groups of girls hope to have a professional job when they grow up, there is a striking difference in the job aspirations of the boys in this age group. Forty percent of the boys in the library sample hope to enter the professions, while less than 15 percent of the boys in the school sample do. This difference does not seem to be the result of parental occupations, because only about 15 percent of the boys in the library sample report that their fathers are in professional occupations. For some reason this group of boys have unusually high occupational aspirations.

All of the children were administered the Pier-Harris Test of Self Concept to see whether or not there was any difference in the children's view of themselves as worthwhile individuals. The scores of this test show that the library sample tend to have a more positive self-image than the children in the school sample.

The interests of the children in the school and library samples do not differ much. Almost all of them watch television frequently, and there is very little difference in the kinds of programs that they enjoy. Fiction is the most popular type of reading for most children, although the school sample were more likely than the other children to rank non-fiction as a favourite reading area. The school and library samples did not differ much in their choice of type of fiction — mysteries, adventure and horror stories, and general fiction were favourites. Among non-fiction interests, sports, animals, hobbies, crafts and fairy tales rank high with both groups, although there are some differences between girls and boys and between the younger and older age groups.

The overall similarity of the two samples of children is an encouraging sign for the library. It seems to indicate that children who now do not make frequent use of the library, might be encouraged to do so without making dramatic changes in either collections or services. An increased emphasis on non-print materials to attract non-users who do not read for pleasure is one change that might be indicated. But in general the tastes, interests and background of the school sample is similar enough to that of the library sample to suggest that collection development and programming in areas of high interest to current library users would also attract children from the non-using segment of the population.

Are there changes in policy, services or collections which the library could make which would improve services to library users and which might encourage non-users to make use of the library?

The following recommendations are designed to take advantage of the already positive image of the library found among the children of Regina and to build upon it to provide even better collections and services.

RECOMMENDATIONS

Policy and Planning

- Goals and objectives for children's services in Regina should be considered, clarified and established as a written policy statement.
- More professional librarians should be available in children's services to carry out recommendations for collection development, increased reference service and fuller cataloguing.
- A consistent in-service program for non-professional staff should be given.
- Because of the dependence of young children on adults for transportation to the library, planning for future building should consider siting the library in multi-purpose installations such as shopping plazas or sports complexes.
- For the same reason, booktrailer service should be expanded as much as possible, with the emphasis of the children's collection on materials for young children.
- Because of the limited provisions for reference and information services in booktrailers, older children should be encouraged to use the main library and branches.
- To facilitate the transition from booktrailers to the main library or branches, flyers with maps and directions for getting to nearby library outlets should be provided for children.
- Booktrailers should experiment with the elimination of library cards for children either by keeping library cards at the booktrailer or by keeping a register of borrowers which could be used as authorization for borrowing without the need of a card.

Collections

- A materials selection policy should be written for the children's department. This policy should implement the goals and objectives of children's services in collection building.
- The need for professional time spent in reviewing materials for the collection should be recognized.
- Professional time should be allocated for the reading of selection aids.
- Professional time should be devoted to the periodic assessment of specific areas of the collection.
- More emphasis should be given to the non-fiction collection, especially in areas of high interest such as science, sports, hobbies and crafts.
- The library should systematically increase the collection of fiction of medium quality such as television spinoffs.
- The library should provide children's department with adult periodicals, in both general and special areas (e.g. sports, cars) as well as appropriate children's periodicals.
- The library should consider providing space for a comic book exchange as an inducement to library use. Library staff might use comic books to encourage children to further, more varied reading.
- Material at a mature level, both in language and situation, should be considered for the collection in accordance with the generally adult level of the other media used by children.
- The library should provide more records, and possibly cassettes, in both recreational and informational areas.
- Games and toys should continue to be provided.
- Informational non-print media such as filmstrips (with viewers) should be considered for purchase. Much material in high interest areas is available in this format.
- The library should increase holdings in the sciences.
- The library should increase holdings in Canadian biography.
- The library should increase holdings in sports material aimed at girls.
- The library should increase holdings in hobby and craft material especially those areas of great interest to boys.
- The library should try to provide more material suitable for younger readers in the area of earth sciences — rocks, dinosaurs, weather, the earth, etc.
- Consideration should be given to arranging the fiction collection by type of story; e.g. mysteries, adventure stories, horror stories, animal stories, etc.
- Fairy tales should be made more accessible to children by grouping them more prominently together and by appropriate labelling.

Services, Programs and Publicity

- The library should promote the informational aspect of the library and the non-fiction content of the collection through displays and through programming which emphasizes this aspect.
- The reference function should be more visible in the library. A librarian working from a centrally located desk would be one means to this end.
- More staff time should be devoted to teaching children how to find material in the library and to helping them locate alternate materials when necessary.
- All library personnel should be highly visible, possibly by using identifying nametags inviting children to ask for help.
- Emphasis should be placed on making all libraries and booktrailers welcoming and easy-to-use, especially for children whose self-image and reading skills may not be high. This would mean a more active approach by librarians in offering help.
- Fuller cataloguing in the children's department would enable children to find materials more easily and librarians to give better reference service.
- More subject headings should be available in the catalogue, since many children do use this as an approach to the collection.
- Subject headings should be subdivided by fiction, (e.g. Fur traders — fiction), which would enable wider use of the collection.
- Visits to the library by groups of children should be used as introductions to collections and services. All programs for visits should utilize collection materials and make explicit the availability of such materials for children.
- Publicity through the schools should emphasize the availability of materials, especially in non-fiction, non-curricular areas such as sports, crafts, hobbies, etc.
- Programs for younger children should, as much as possible, allow for simultaneous programs for adults or older siblings, or for parent-child participation, so that parents would have a greater incentive for taking the child to the library program.

- Publicity about collections and programs for children under ten should be aimed at the parents as much as at the children through newspapers, community organizations, local radio and television.
- Publicity about collections and programs for children ten and over should, for the most part, be aimed directly at the child through flyers distributed in schools as well as the methods mentioned above.
- Booktrailers should publicize the availability of materials through reserves and encourage children to take advantage of this service.

2

CHILDREN SIX TO NINE

Children between the ages of six and nine make up the youngest voluntary group of library users or non-users. During the preschool years, unless children are taken to the library by their parents, they are unlikely to know of its existence. Once they start school, they are exposed to school libraries, often to booktrailers, and to the public library through class visits. It becomes possible for children to make choices about whether or not they wish to use library services.

Description of Sample

The Regina Children's Services Study interviewed 275 children nine years old and younger. Of these, 124 were interviewed in the library and 151 in the schools. Comparisons of their school attended, age, and grade level are given in Table 1.

Table 1

AGE, GRADE AND TYPE OF SCHOOL ATTENDED BY CHILDREN NINE AND YOUNGER

School Attended	Library Sample		School Sample	
	Boys (N=47)	Girls (N=77)	Boys (N=76)	Girls (N=75)
Public School	68.1	62.3	67.1	69.3
Catholic School	31.9	37.7	32.9	30.7
Average Age	8yrs. 1mo.	8yrs. 0mos.	7yrs. 8mos.	7yrs. 8mos.
Average Grade	2.6	2.6	2.3	2.3

Table 1 shows that the percentages of children attending the public and the Catholic schools among the library sample were similar to the percentages in the school sample. The children interviewed in libraries averaged slightly over eight years of age, while the children interviewed in school averaged slightly below the age of eight. On the whole, therefore, the groups were closely comparable in age, grade and type of school attended. More girls than boys were interviewed in the libraries. This is not unusual, since the majority of children who use the library are girls, as is shown in Table 89.

Use of Television

Almost all of the children interviewed report that they watch a great deal of television. As shown in Table 2, children in the library sample were slightly more likely than others to say that they watch television most of the time. Clearly it is not television viewing that keeps children from using the library, since even children who watch a great deal of television report that they read a great deal. It seems likely that the television for these children may be a background to varied activities including reading. Approximately half of the children report that their television watching sometimes inspires them to read books, and again there is very little difference between the groups in this respect, as shown in Table 3. Not all of the television-inspired reading is great literature, but some of these books are certainly challenging reading for young children. Among those mentioned were *Black Beauty*, *Anne of Green Gables*, *Lassie* and *It's a Short Summer Charlie Brown*, as well as comic books.

Table 2

FREQUENCY OF TELEVISION VIEWING BY CHILDREN NINE AND YOUNGER*

Frequency of Viewing	Library Sample		School Sample	
	Boys (N=47)	Girls (N=77)	Boys (N=76)	Girls (N=75)
Often or always	87.2	83.1	81.6	78.7
Sometimes	12.8	11.7	14.5	14.7
Never or hardly ever	—	5.2	3.9	6.7

*Individually few of the tables in this chapter and the ones to follow show differences which are statistically significant. The direction of the differences however is remarkably consistent from table to table. This circumstance indicates that the lack of statistical significance is a function of the small number of cases on which the percentages are based. Were the sample size to be larger, we are confident that most of the percentage difference in the tables that follow would be significant. A further discussion of the statistical methodology of the study is given in Appendix B.

The N's of the groups vary somewhat from one table to another because children who did not answer a particular question were dropped out of the sample for tabulations on that question.

Table 3

TELEVISION-INSPIRED BOOK READING BY CHILDREN NINE AND YOUNGER

Book read because of a TV program	Library Sample		School Sample	
	Boys (N=47)	Girls (N=76)	Boys (N=76)	Girls (N=74)
Yes	53.2	43.4	48.7	45.9
No	46.8	56.6	51.3	54.0

Children were asked the names of their favourite television programs and most of them had no difficulty in coming up with three titles. Table 4 gives the percentages of children in each group who named at least one show in a particular cateogory. All cartoon shows were included in the juvenile category, although many of them have characteristics similar to the detective/adventure or the situation comedy shows. There were very few children in the group who named high-quality juvenile shows such as *Polka Dot Door* or *Mr. Dressup*.

Table 4

FAVOURITE TELEVISION SHOWS OF CHILDREN NINE AND YOUNGER

Category of Show	Library Sample		School Sample	
	Boys (N=47)	Girls (N=77)	Boys (N=76)	Girls (N=75)
Variety	—	13.0*	7.9	8.0
Juvenile	59.6	71.4	55.3	77.3
Detective/ Adventure	66.0	48.1	63.2	50.7
Sports	12.8	—	9.2	—
Situation comedy	12.8	28.6	27.6	30.7
Other	8.5	18.2	15.8	22.7

*Percentages total more than 100 because children named up to 3 shows.

As Table 4 indicates, girls are more likely than boys to include juvenile shows among their favourites, while the reverse is true for detective and adventure programs. Situation comedies, which might seem a type of transitional show between juveniles and the harsh realities of detective stories, apparently do not serve this purpose, since comparatively few of these younger children chose comedies.

The data in Table 4 must be viewed in the light of the limited range of television shows available in Regina. Many of the favourite shows seem to have been chosen because they were on at convenient times rather than because of content. *Flintstones*, which is on during the school lunch break, is one of the most popular of all shows, as are the *Price is Right*, *Gunsmoke* and the *Partridge Family* shown at convenient after-school hours. Among the evening shows, the *Six Million Dollar Man* and *Bionic Woman* were the most frequently chosen, although *Space 1999* and *Star Trek* were also popular. Many of these shows have proved so popular throughout North America that spinoff books have been published. While these books are not of high literary quality, they do represent subject matter in which the children have already demonstrated high interest. Children's taste in television is slanted toward sophisticated, fast-paced entertainment which offers quite a contrast to many of the books now available in the library for this age group. The library might consider purchasing some of these television spinoff books to motivate reading among television-oriented children.

Newspaper and Magazine Reading

As might be expected from their age and reading ability, only about half of the children nine and under read the newspapers with any regularity, although more than 70 percent of the children report that their families get the paper almost every day. Boys are more likely than girls to report regular newspaper use, possibly because of their interest in sports. The percentages of newspaper readers are given in Table 5.

Table 5

NEWSPAPER READING BY CHILDREN NINE AND YOUNGER

Frequency of Newspaper Reading	Library Sample		School Sample	
	Boys (N=47)	Girls (N=76)	Boys (N=76)	Girls (N=75)
Often or always	29.8	15.8	13.1	9.3
Sometimes	21.3	26.3	38.2	25.3
Never or hardly ever	48.9	57.9	48.7	65.3

When we examine the sections of the newspaper which children read, we find a striking difference between the library sample and the school sample. Table 6 shows that children in the library sample are almost twice as likely to read news stories as are the other children. The boys in the library sample report reading news items in the newspapers more than any other group. They are also the heaviest readers of sports news, although a third of the boys in the school sample also read about sports. Boys in the library sample are more likely than any other group to read any part of the newspaper and, as we shall see later, this interest in informational material is also reflected in their book reading.

Table 6

SECTIONS OF NEWSPAPER READ BY CHILDREN NINE AND YOUNGER

Sections of the Newspaper Read	Library Sample		School Sample	
	Boys (N=47)	Girls (N=76)	Boys (N=76)	Girls (N=75)
Comics	89.4*	74.0	76.3	76.0
Sports	38.3	16.9	34.2	5.3
News Stories	34.0	31.2	17.1	17.3
Entertainment	42.6	28.6	38.2	37.3

*Figures are percentage who said yes to each category.

Table 7

TYPES OF MAGAZINES READ BY CHILDREN NINE AND YOUNGER

Type of Magazine	Library Sample		School Sample	
	Boys (N=47)	Girls (N=77)	Boys (N=76)	Girls (N=75)
General Adult	31.9*	18.2	22.4	22.7
Juvenile	19.1	3.9	7.9	6.7
Comics	12.8	32.5	34.2	32.0
Movie Magazines	—	3.9	—	1.3
Mechanics	2.1	—	7.9	—
Sports	12.8	—	7.9	—

*Percentages based on two possible choices for each respondent.

Almost 60 percent of the children in this age group said that they enjoyed reading magazines. As Table 7 reveals, many of the children considered comics to be a magazine, an opinion not shared by many librarians. When the figures for comics are ignored, the greater number of magazines named by boys in the library sample is obvious. For some reason these boys are more interested in both adult and juvenile magazines than any other group. Another striking fact is that aside from comics, the general adult magazines are the most popular among all groups. This seems to indicate that adult periodicals might be very popular in the children's room of the library, not only adult periodicals aimed at information for school reports, but also those designed for general recreational reading.

Table 8

FREQUENCY OF READING OF CHILDREN NINE AND YOUNGER

Frequency of Reading of Non-School Books	Library Sample		School Sample	
	Boys (N=47)	Girls (N=76)	Boys (N=76)	Girls (N=75)
Often or always	66.0	69.7	47.4	65.3
Sometimes	23.4	19.7	28.9	20.0
Never or hardly ever	10.6	10.5	23.7	14.7

Book Reading

Library users might be expected to be children who do a great deal of reading. Table 8 verifies this, but what is less expected is the number of children in the school sample who report that they read books frequently. The only group in which fewer than half of the respondents report reading books often is the boys in the school sample. All of the other groups have more than 60 percent of the respondents reporting that they read frequently.

The children were then asked what kinds of books they read most often. Almost all of the children named at least one type of book, and some named up to three types. Table 9 gives the percentages of types of books named in the various categories.

Table 9

TYPES OF BOOKS MOST FREQUENTLY READ BY CHILDREN NINE AND YOUNGER

Type of Book	Library Sample		School Sample	
	Categories Chosen by Boys (N=70)	Categories Chosen by Girls (N=103)	Categories Chosen by Boys (N=127)	Categories Chosen by Girls (N=123)
General Fiction	24.3	26.2	15.7	26.0
Particular Author	4.3	6.8	0.8	1.6
Mysteries	4.3	11.6	7.1	7.3
Science Fiction	4.3	—	1.6	0.8
Adventure	7.1	6.8	6.3	3.2
Horror stories	10.0	3.9	8.7	2.4
Science	12.8	4.8	21.2	27.6
Mechanics	2.8	—	3.9	—
Pets	1.4	9.7	1.6	1.6
Arts and Crafts	—	3.9	—	2.4
Sports	8.6	—	8.7	1.6
Poetry	—	—	—	1.6
History and Geography	5.7	6.8	5.5	1.6
Fairy Tales	4.3	10.7	6.3	12.2
Comic Books	10.0	8.7	12.6	9.8
TOTAL FICTION*	54.3	55.3	40.2	41.5
TOTAL NON-FICTION	35.7	35.9	47.2	48.8

*Comic books not included in either fiction or non-fiction.

Both boys and girls in the library sample most frequently name fiction as the type of book they read most often. When fiction is broken down, general fiction or "good stories" is the most frequent choice, with mysteries and horror stories also popular. The former are more often chosen by girls and the latter by boys. Among non-fiction choices, science and sports are particularly popular with boys and fairy tales and books about pets most often chosen by girls.

Boys and girls in the school sample are more apt to name non-fiction books as the type most frequently read. Among fiction choices, the girls name general fiction in about the same numbers as the library sample, but boys are more apt to specify mystery, adventure or horror stories as the ones they read frequently. In the non-fiction categories, science is by far the most popular, with sports for boys and fairy tales for girls also frequently chosen.

Estimating the importance of these choices is not easy because children can only select their reading from the types of books which are available to them. While the children interviewed in the library may be assumed to have a general familiarity with many of the books there, some of the school sample, especially those in first and second grade, may have had a very limited experience with books. Thus, the fact that children in the school sample less often chose fiction as a type of book read frequently may reflect lack of access to a variety of fiction rather than a deliberate choice of non-fiction over fiction.

Information needs and searching

When asked whether they had ever wanted to find out about something but had been unable to get the information, children in the school sample were more likely than others to answer "Yes", as shown in Table 10. The topics about which they wanted information and could not find it ranged from "fossils" to the "the size of Greece".

Table 10

UNMET INFORMATION NEEDS OF CHILDREN NINE AND YOUNGER

Unable to find information wanted	Library Sample		School Sample	
	Boys (N=46)	Girls (N=75)	Boys (N=76)	Girls (N=75)
Yes	50.0	45.3	68.4	65.3
No	50.0	54.7	31.6	34.7

Table 11

FIRST SOURCE OF INFORMATION FOR CHILDREN NINE AND YOUNGER

Source of Information	Library Sample				School Sample			
	Boys (N=47)		Girls (N=77)		Boys (N=76)		Girls (N=75)	
Parent	25.5		26.0		30.3		36.0	
Teacher	2.1		1.3		9.2		8.0	
Friend	2.1		2.6		9.2		4.0	
School librarian	2.1	40.3	—	36.4	—	50.0	2.7	50.7
Public librarian	6.4		5.2		1.3		—	
Other person	2.1		1.3		—		—	
Classroom materials	—		3.9		1.3		—	
School library materials	2.1		3.9		3.9		6.7	
Materials at home	12.8	36.2	11.7	46.8	7.9	31.5	8.0	33.4
Public library materials	21.3		27.3		18.4		18.7	
TV or radio	—		—		—		1.3	
Other	8.5		3.9		6.6		4.0	
Don't know	14.9		13.0		11.8		10.7	

Children were asked to tell where they would turn to find information if the need arose. Table 11 lists the first source mentioned by children. Most of the children would turn first to a parent for information, and this is especially true of the school sample. Athough no other category of persons ranks anywhere near parents as a source of information, some children in the school sample list teachers or friends as the first source of information. Half of the children in this group name people rather than materials as the first source, while 40 percent or fewer of the library sample do so. School libraries do not rank high as the first source of information, while the public library was named by almost one child in five even among the children interviewed in schools.

Children were asked to name all of the sources to which they might turn when trying to find some information they wanted. Among the library sample, boys listed an average of 3.4 sources; girls an average of 3.2. The boys in the school sample named an average of 2.9 sources, and the girls 3.1. Thus, while the difference is not great, the children using the public library tend to name more people and places to which they could turn when they wanted to find out something.

All of the interviews took place in libraries — either public or school — which might of course affect the number of children who would think of naming library materials as a source of information. The setting, however, did not seem to affect the naming of the school library, since less than 7 percent of any group named this as their first information source. It is important for librarians to keep in mind that even at this young age, children are aware that information as well as recreational materials are available in the public library. This contrasts sharply with their view of radio and television. Only five children in the entire sample mention these media as a source of information on any topic.

Social Factors

Data on several social factors were collected in an effort to see whether the library sample differs from the school sample in terms of their gregariousness and their goals. At this age level few differences were found in this area. Tables 12 and 13 show the job goals and the educational expectations of these children. It is clear that these children know very little about the relationship between education and jobs. Twice as many of the girls in the school sample, for example, want professional jobs as they intend to finish university. The sharp difference between boys and girls in the number who chose professional jobs can be explained by the large number of girls who want to be teachers or nurses. When we look at data from the older age group, we will find sample differences emerging.

Table 12

EDUCATIONAL EXPECTATIONS OF CHILDREN NINE AND YOUNGER

Length of Schooling Expected	Library Sample		School Sample	
	Boys (N=47)	Girls (N=76)	Boys (N=76)	Girls (N=75)
Drop out	*	3.9	2.6	—
Finish high school	25.5	26.3	36.8	26.6
Finish university	25.5	38.1	27.6	33.3
Don't know	46.8	31.6	32.9	40.0

*Indicates only one response in the column.

Table 13

JOB GOALS OF CHILDREN NINE AND YOUNGER

Job Goal	Library Sample		School Sample	
	Boys (N=47)	Girls (N=77)	Boys (N=75)	Girls (N=75)
Unskilled, semi-skilled	6.4	2.6	6.7	8.0
Skilled	38.3	5.2	33.3	8.0
Clerical	2.1	6.5	1.3	1.3
Managerial	2.1	1.3	6.7	1.3
Professional	25.5	63.6	26.7	66.7
Other	12.8	2.6	4.0	2.7
Don't know	12.8	18.2	21.3	12.0

As a measure of social involvement and gregariousness, children were asked how many teams or clubs they belonged to. It is clear from Table 14 that children in this age group are not prevented from going to the library because of their organizational involvement. More of the boys in the library sample belong to clubs or teams than do boys in the school sample, although the latter more often belong to two or more organizations. The sharpest difference is between boys and girls. A majority of the girls do not belong to any club, probably reflecting the greater number of athletic teams open to boys. The larger percentage of boys who report that they do not have time to go to the library (See Table 30) may reflect their greater involvement in organized activities, but membership in clubs and teams does not prevent library use by many of the children.

Table 14

MEMBERSHIP ON TEAMS AND CLUBS FOR CHILDREN NINE AND YOUNGER

Number of organization memberships	Library Sample		School Sample	
	Boys (N=46)	Girls (N=75)	Boys (N=76)	Girls (N=74)
None	32.6	50.7	40.8	55.4
One	47.8	28.0	30.3	28.4
Two	15.2	13.3	19.7	12.2
Three or more	4.3	8.0	9.2	4.0

Summary

Differences between the school and library samples are less important in this group of children than are differences between boys and girls. Almost all of the children report a great deal of television viewing. More girls than boys prefer juvenile shows, while the opposite is true of detective and adventure shows. Situation comedies are popular with some children of both sexes, and there is a mild interest in sports broadcasts among the boys. Many of the children are aware that books based on television shows are available, and almost half of the children report that television has led them to read a book. The library could capitalize on this interest by providing more television-based books.

Although children of this age have limited reading ability, they show an interest in general adult magazines and would probably enjoy browsing through them in the library. Their other major interest in magazines is in comic books.

When children were asked what kinds of books they read, most choices made by the library sample were fiction, but

among the school sample there were more non-fiction categories named. Interest is especially high in science books, fairy tales, and sports books. Among the fiction choices, general fiction predominates, with mysteries and horror stories also mentioned.

Approximately two-thirds of the school sample report that they are sometimes unable to find information which they want, while roughly half of the library sample say the same. When asked where they would turn first for information, half of the school sample name a person — parent, teacher, or friend — and almost forty percent of the library sample do the same. Even at this early age, however, more than a third of the group think of the library as a source of information.

3

LIBRARY USE BY CHILDREN NINE AND YOUNGER

Purpose and Nature of Library Visits

Children between the ages of six and nine are largely dependent on other people in their use of the library, although boys are somewhat more independent than girls. As Table 15 shows, almost twice as many boys as girls travel to the library by themselves, while more girls than boys come to the library with their parents. More of the children visit the library with friends than with any other type of person, and the percentage is almost the same for boys and girls.

Table 15

PEOPLE WHO VISITED LIBRARY WITH CHILDREN NINE AND YOUNGER

Person Accompanying Respondent	Boys (N=46)	Girls (N=73)
No one (came alone)	17.4	9.6
Parent	26.1	39.7
Brothers or sisters	13.0	6.8
Friends	41.3	41.1
Other	2.2	2.7

Travelling by car and walking are the most frequently used methods of getting to the library among the group as a whole, although bicycling ranks high with the boys, as shown in Table 16. These figures demonstrate that even at an early age, boys are more likely than girls to travel on their own and to provide their own transportation to the library. These percentages are based on data collected in late spring. The number of children bicycling to the library is obviously affected by the seasons and the weather. The percentages of children who come to the library by car are higher then the percentages who visit the library with their parents, probably indicating that some of those children who report they are visiting the library with friends have been driven to the library by the friends' parents. The use of public transportation is negligible, only five children in the entire group travelled to the library by bus.

Table 16

MEANS OF TRANSPORTATION TO LIBRARY USED BY CHILDREN NINE AND YOUNGER

Transportation to Library	Boys (N=46)	Girls (N=73)
Car	30.4	41.1
Walk	34.8	39.7
Bicycle	32.6	13.7
Bus	2.2	5.5

Children who use the public library tend to use it regularly. The majority of them report that they visit the library at least once a week, with boys somewhat more likely to visit it less frequently, and to make somewhat shorter visits when they do go. The figures are given in Tables 17 and 18.

Table 17

FREQUENCY OF TRIPS TO LIBRARY BY CHILDREN NINE AND YOUNGER

Number of library visits	Boys (N=46)	Girls (N=73)
Less than once a month	21.7	9.6
Every 2 or 3 weeks	23.9	32.9
At least once a week	54.3	57.5

Table 18

LENGTH OF LIBRARY VISITS BY CHILDREN NINE AND YOUNGER

Time spent in library	Boys (N=46)	Girls (N=64)
Less than 10 minutes	2.2	4.7
Ten minutes to half an hour	47.8	29.7
Half-hour to an hour	32.6	40.6
More than an hour	17.4	25.0

When asked whether it is fun to visit the library, all of the children agreed that it is. In giving reasons for their enjoyment, Table 19, almost all of the children refer to the books available at the library. Non-print materials are the second most popular library attraction. Almost a quarter of the boys and an eighth of the girls find the non-print collection to be a source of attraction in the library. Somewhat fewer than one child in ten also mentions the programs as a reason for enjoying the library.

Table 19

REASONS GIVEN BY CHILDREN NINE AND YOUNGER FOR ENJOYING THE LIBRARY

Reason given	Boys (N=46)	Girls (N=72)
Books	93.5*	90.3
Non-print materials	23.9	12.5
Because friends come	6.5	2.8
Programs	6.5	9.7

*Percentages total more than 100 because some children gave two reasons.

A further question about the reasons for the specific library trip during which the interview took place, reveals that borrowing books for personal use is the most frequently given reason for the visit. Table 20 indicates, however, that even at this age there are some noticeable differences between the boys and girls in their use of the library. Three times as many boys as girls report that one of their reasons

Table 20

REASONS FOR CURRENT LIBRARY VISIT BY CHILDREN NINE AND YOUNGER

Reason for Library Visit	Boys (N=45)	Girls (N=70)
Only to return books	8.9*	11.4
To borrow books for personal use	55.6	61.4
To study or find school information	17.8	5.7
Program	4.4	5.7
To accompany someone	22.2	20.0
To use non-print materials	8.9	2.8

*Percentages total more than 100 because some children gave two reasons.

for visiting the library is to study or to find information for school.

Although, as noted above, a substantial percentage of children include non-print materials as a library attraction, comparatively few of them list the use of non-print as a reason for their library visit. The difference between boys and girls in their interest in non-print materials is the same as in Table 19 with more boys than girls mentioning them.

The majority of children in this age group report that they do not use much material borrowed from the public library for school projects. Table 21 gives the percentages, and shows that there is no real difference between the boys and girls in this respect.

Table 21

USE OF PUBLIC LIBRARY MATERIAL FOR SCHOOL BY CHILDREN NINE AND YOUNGER

Materials Used for School Projects	Boys (N=46)	Girls (N=71)
None or hardly any	63.0	64.8
Some (50%)	23.9	22.5
Most or all	13.0	12.7

When children of this age use the library, most of them go directly to the shelves to find the material they want, but as noted in Table 22 there are differences between the boys and girls. Twice as many boys as girls went directly to the catalogue to look for material. Even when they were unsuccessful in locating something that they wanted on the shelves, only 14 percent of the girls used the catalogue at all (table not shown). The overwhelming majority of the girls restricted themselves to looking on the shelves or asking a librarian to help them.

Table 22

FIRST PLACE SEARCHED FOR LIBRARY MATERIALS BY CHILDREN NINE AND YOUNGER

Search Method	Boys (N=40)	Girls (N=65)
Looked on shelf	52.5	64.6
Looked in catalogue	15.0	7.7
Asked librarian	22.5	18.5
Looked at display	7.5	4.6
Asked companion	—	4.6

Despite the differences in their search patterns, approximately the same percentage of boys and girls found the materials they were looking for, and the success rate was high. As Table 23 shows, approximately one child in four was unable to locate the book they wanted. About a third of these unsuccessful searchers had tried more than one strategy for finding material before giving up. The greatest failure rate in finding material was for fiction. If more of the shelf-searchers could be persuaded to ask a librarian for help when they were unsuccessful in finding what they wanted, they might have located a satisfactory substitute. Turning to the catalogue would not be of much help to a child who cannot find the fiction book for which she is looking. She needs the personal attention of a librarian to suggest other suitable titles.

Table 23

SUCCESS IN FINDING LIBRARY MATERIALS BY CHILDREN NINE AND YOUNGER

	Boys (N=35)	Girls (N=56)
Found material wanted	74.3	71.4
Did not find material	25.7	28.6

Children were asked how often they had borrowed books from the library and then discovered that these books were not any good. This question does not measure the quality of the books themselves, but rather the success of the child in locating material which he finds satisfactory. The answers to this question (Table 24) show that the vast majority of children are pleased with the books they choose. Roughly eight out of ten children report that they never or hardly ever take material home and then find it unsatisfactory. About one child in five reports that approximately half the material he borrows from the library is not really suitable. Although this is not a very large group, more personal attention by the library staff to children's needs might bring the figure even lower.

Table 24

SATISFACTION WITH LIBRARY MATERIALS BY CHILDREN NINE AND YOUNGER

Frequency of disappointment	Boys (N=45)	Girls (N=67)
Never or hardly ever	77.8	82.1
Sometimes or often	22.2	17.9

Children in the library sample were asked whether there were any books, magazines, or other materials which they thought the library should get. Table 25 shows that boys made far more suggestions for purchases than the girls did.

Table 25

MATERIALS SUGGESTED FOR LIBRARY PURCHASE BY CHILDREN NINE AND YOUNGER

Type of Material	Boys (N=47)	Girls (N=77)
Books — Fiction	34.0*	15.6
Books — Non-fiction	19.1	10.4
Comic Books	19.1	15.6
Magazines	27.6	14.3
Records or tapes	14.9	11.7
Other non-print (games, toys, films, filmstrips)	21.3	14.3

*Percentages are based on the number of children who made suggestions in each category.

Most of the requests were for fiction, ranging from "more *Curious George* books" to science-fiction, but no one type of fiction was mentioned by more than a handful of children. The non-fiction requests were even more widely scattered, with books about animals and crafts being most popular.

Almost one boy in five would like the library to provide comic books and one girl in six agrees. More than a quarter of the boys and 14 percent of the girls suggested magazines for library purchase. Three-quarters of the magazines mentioned were adult magazines.

More than a third of the boys and a quarter of the girls suggested additional non-print materials. Records were the most popular single item, with a small percentage of children requesting each of the other media — toys, games, films and filmstrips. It seems clear that while books are the materials for which children now use the library, many of them would enjoy having a variety of non-print material also available. The children who answered this question were already in the library and the great majority of them

enjoy reading and books. If the non-reading children were asked a similar question, the response would likely be even greater.

The pattern of library use among girls and boys of this age shows some sex differences. The girls who use the library tend to use it frequently, with almost 60 percent reporting that they visit the library at least once a week, and fewer than 10 percent saying they come less than once a month. Almost two-thirds of the girls estimate that their visits to the library last more than half an hour, and as Table 15 indicates, they rarely visit the library alone. When we put these facts together with their interest in fiction and recreational reading, we can see that for many girls, the library visits are social occasions. The library offers them a place to go with their friends, to linger and socialize, to choose and discuss books that they enjoy both with their peers and with librarians. Few of them have suggestions about materials that the library might obtain. As a group, they seem to take the library as they find it and enjoy it as it is.

More of the boys, in contrast, visit the library by themselves, come in search of school information as well as recreational reading, are likely to spend less time in the library and to visit it less than once a month. The figures for frequency of trips and length of visit are given in Tables 17 and 18. Boys, as we have seen in Table 22 are more likely to use the catalogue in searching for library materials than are girls. Their trips seem to be more business-like and less social than those of the girls.

Boys are more outspoken than girls in suggesting changes in library materials, which may indicate that they do not find the library as satisfactory for their needs as the girls do. The drop in library use by boys as they grow older may be related in part to a higher level of satisfactory service given to recreational library users rather than to information seekers.

Views of the Library by the School Sample

More than half of the children aged nine and younger who were interviewed in the schools do not know the name of the library nearest their home, but almost all of them know some of the materials that can be borrowed from the public library. Table 26 indicates that nine children out of ten know that books are available, and between 10 and 20 percent of the children know that records, magazines, toys and games can be borrowed.

Table 26

KNOWLEDGE OF LIBRARY MATERIALS BY CHILDREN NINE AND YOUNGER IN SCHOOL SAMPLE

Materials Named	Boys (N=76)	Girls (N=75)
Books	90.8*	90.7
Magazines	10.5	9.3
Records	13.2	13.3
Toys, games	13.2	18.7
Films	6.6	1.3
Don't know	9.2	10.7

*Percentages based on three possible responses.

When asked about activities that take place at the library, children reveal far less knowledge than about materials available. As Table 27 shows, more than half of the children cannot name any activity carried on in the library.

The number of children who are unaware of library programs planned for them indicates that greater publicity is needed, at least among those children who do not visit the library. As might be expected, when the children were asked if they thought it would be fun to go to library programs, half responded that they were not sure. A quarter of the boys and a third of the girls named programs which they would like to attend, the most popular of these were film shows and clubs. Less than 10 percent of the group reported that they thought library activities would *not* be fun. This circumstance would seem to indicate that a large proportion of younger non-users might be induced to attend library activities if they were attractive and readily accessible. Many children of this age, of course, cannot easily go to the library unless adults take them. Activities in booktrailers or in convenient community locations might make it possible for more of these children to participate in library programs.

Table 27

KNOWLEDGE OF LIBRARY PROGRAMS BY CHILDREN NINE AND YOUNGER IN SCHOOL SAMPLE

Type of Activity	Boys (N=76)	Girls (N=75)
Film shows	14.5*	16.0
Story hours	5.3	10.7
Clubs	7.9	10.7
Special events	9.2	12.0
Displays	—	5.3
Community meetings	—	1.3
Other	7.9	16.0
Yes, but can't think of any	1.3	6.7
Don't know of any	67.1	50.7

*Percentage totals more than 100 because some children named more than one activity.

Slightly more than half of the children in the school sample report that they have visited the public library at least once, so they have some knowledge of it. As Table 28 shows, more boys than girls say their information about the library comes from personal visits. Altogether, a majority of children in this age group feel that they have some knowledge of the library based either on personal visits or on hearing about the library from other people.

Table 28

SOURCE OF INFORMATION ABOUT PUBLIC LIBRARY FOR CHILDREN NINE AND YOUNGER IN SCHOOL SAMPLE

Source Named	Boys (N=76)	Girls (N=75)
Have visited library	65.8	45.3
Have heard about library	11.8	16.0
Don't know	22.4	38.7

Table 29

SOURCES OF BOOKS FOR CHILDREN NINE AND YOUNGER IN SCHOOL SAMPLE

First Source Named	Boys (N=76)	Girls (N=74)
School library	42.1	36.5
Public library	26.3	29.7
Home	10.5	16.2
Buy	9.2	9.4
Other	6.6	6.8
Never want a book	5.3	1.4

Children in the school sample were asked where they usually obtain a book when they want one. The results, shown in Table 29 indicate that the school library is the primary source.

More than a quarter of the children report that they would go to the public library for a book, while about one child in eight finds reading material at home.

Among the children who do not use the library often, distance and difficulty in getting to the building or booktrailers are the major reasons given for infrequent use. More boys than girls report that they have no time to go to the library, although this answer sometimes seems to be used when parents have no time to take them. Reasons for not using the library more often are given in Table 30.

Table 30

REASONS FOR INFREQUENT USE OF PUBLIC LIBRARY BY CHILDREN NINE AND YOUNGER IN SCHOOL SAMPLE

Reason for not going to library	Boys (N=66)	Girls (N=65)
Library is too far away	27.3*	26.1
Difficulty in obtaining permission and/or transportation	27.3	47.7
No time to go	37.9	21.5
Nobody goes	9.1	12.3
Don't like library	3.0	4.6
Don't need library	10.6	3.1

*Percentages total more than 100 because some children gave more than one reason.

Many of the spontaneous comments given with the answer to this question reveal the extent of the young children's dependence on other people. "My mother doesn't have the car most days," "My father has no time to take me," "My mother says it's too far to walk," "My mother says I should wait till I'm older," "My mother wants me to read the books we have at home," were some of the reasons recorded. Because children of this age need to have the approval and often the company of their parents to trips to the library, it is important to publicize library activities and materials to the families as well as to the children themselves.

The replies given to this question by a few of the children indicate that having a library card available at the appropriate time can be a problem. Some children report that they have no library card, or that their card has expired, obviously not realizing how easy it would be to obtain a new card. A few children say they cannot remember the day that the booktrailer comes and therefore forget to bring their library card to school that day.

Table 31

RANK-ORDER OF NON-FICTION INTERESTS OF BOYS NINE AND YOUNGER

Library Sample (N=47)		School Sample (N=76)	
Fairy tales	44.7*	Sports	63.2
Sports	42.6	Animals	57.9
Animals	42.6	Earth subjects	39.5
Crafts, hobbies	42.6	Crafts, hobbies	35.5
Explorers, adventurers	38.3	Explorers, adventurers	35.5
Earth subjects	36.2	Fairy tales	21.0
Biography	6.4	Biography	6.6

*Percentages total more than 100 because each child chose up to three interests.

Non-fiction Interests — Boys

All of the children were shown a list of non-fiction interests (see below) and asked if they were interested in any of them. Almost all the children indicated an interest in at least one area. Most chose three of the subject areas which they found particularly interesting. Since there are greater differences between boys and girls than between the library and the school samples, the interests will be discussed by sex. The ranking of non-fiction interests for boys, together with the percentage of respondents naming each is given in Table 31.

SPORTS

EXPLORERS, ADVENTURERS

(The Vikings, fur traders, mountain-climbers, undersea explorers)

CRAFTS, HOBBIES

(stamp or coin collecting, building model airplanes, gardening, sewing, decorating)

EARTH SUBJECTS

(rocks, water, dinosaurs, pollution, weather)

BIOGRAPHY

(lives of real people like prime ministers or politicians, pop or movie stars, kings or queens, doctors or inventors, famous people)

ANIMALS

MYTHS, LEGENDS

FAIRY TALES

These two groups of boys show considerable difference in the way they rank the subjects. Interests of boys in the school sample fall into three clusters: sports and animals rank high, with more than half of the boys choosing these areas; earth subjects, crafts and hobbies, and explorers and adventurers form a middle group chosen by between 35 and 40 percent of all the respondents; and fairy tales and biography fall far below all other subjects, with slightly more than one boy in five naming fairy tales as an interest, and fewer than one in ten naming biography. These differences give a clear indication of the subjects with major appeal for attracting this group of children.

When we look at the interests of the library sample of boys, no such clear pattern emerges. While fairy tales ranks highest, and earth subjects rank sixth, there is a spread of only eight percentage points between the two. Every one of the non-fiction interests except biography was chosen by more than a third of the boys in this group. In planning collections, a great diversification of materials is necessary to meet the needs of these boys. Only biography remains as a subject of minor interest, with fewer than one boy in ten choosing this area.

After selecting the subjects in which he was interested, each child was asked four questions about each topic chosen:

1. How interested are you in _____?
2. (For library sample) How often have you borrowed books about _____ from the library?
   (For school sample) How often have you read books about _____?

3. (For library sample) What would you say about the number of books about _____ in the library?
(For school sample) How many books on _____ do you think there might be in the public library?
4. (For library sample) How good are the books on _____?
(For school sample) How good do you think these books might be? _____

The answers to these questions are summarized in Table 32.

Table 32

DEGREE OF INTEREST AND PERCEPTION OF MATERIALS IN NON-FICTION FOR BOYS NINE AND YOUNGER*

	Library Sample (N=22)	School Sample (N=49)
Sports		
Very interested in topic	63.6**	77.6
Sometimes or often borrow books on topic	77.3	—
Sometimes or often read books on topic	—	75.0
Library has many books on topic	36.4	49.0
Library books on topic very good	27.3	51.0
	Library Sample (N=18)	**School Sample (N=27)**
Explorers, Adventurers		
Very interested in topic	38.9	74.1
Sometimes or often borrow books on topic	50.0	—
Sometimes or often read books on topic	—	77.8
Library has many books on topic	38.9	74.1
Library books on topic very good	38.9	55.6
	Library Sample (N=20)	**School Sample (N=29)**
Hobbies, Crafts		
Very interested in topic	60.0	69.0
Sometimes or often borrow books on topic	55.0	—
Sometimes or often read books on topic	—	62.1
Library has many books on topic	40.0	34.5
Library books on topic very good	40.0	51.7
	Library Sample (N=16)	**School Sample (N=33)**
Earth Subjects		
Very interested in topic	43.8	75.8
Sometimes or often borrow books on topic	62.5	—
Sometimes or often read books on topic	—	84.8
Library has many books on topic	37.5	57.6
Library books on topic very good	37.5	51.5
	Library Sample (N=20)	**School Sample (N=45)**
Animals		
Very interested in topic	60.0	68.9
Sometimes or often borrow books on topic	65.0	—
Sometimes or often read books on topic	—	95.6
Library has many books on topic	65.0	73.3
Library books on topic very good	50.0	60.0
	Library Sample (N=21)	**School Sample (N=17)**
Fairy Tales		
Very interested in topic	38.1	35.3
Sometimes or often borrow books on topic	66.7	—
Sometimes or often read books on topic	—	76.5
Library has many books on topic	47.6	64.7
Library books on topic very good	47.6	64.7

*Because the number of boys who chose biography as an area of interest is too small to make meaningful comparisons, that topic is not included in the table.

**Percentages are based on the number of boys who answered yes to each question. In a few cases, the N on which the percentage is based varies by one case from the N at the top of the column because of a "no answer" to one question.

It is easy to see that the intensity of interest varies considerably among the different areas. Sports is not only a highly-ranked interest, but those boys who choose it tend to say that they are very much interested in it. Furthermore, three-quarters of the boys report that they read books on the subject, or borrow them from the library.[1] Among the library sample, although 77 percent borrow books from the library, only 36 percent think that the library has many sports books, and only 27 percent think these books are very good. The level of satisfaction in this category is lower than in any other among boys who are familiar with the library collection. This is obviously a cause for concern, since the sports collection should have great appeal both for current users and for those boys who do not now use the library often.

[1]The percentage of children in the school sample who report that they sometimes or often read books on each of the topics is extraordinarily high, especially in curricular related areas such as earth subjects and animals. It seems likely that these children have somewhat exaggerated the amount of reading which they do, and also that they have included school reading as well as voluntary reading. These figures cannot be accepted as accurate representations of actual reading habits, but rather as reflections of the children's perceptions of their reading and of the library's book collections.

The explorers, adventurers category was chosen as an area of interest by roughly a third of both groups of boys. The intensity of their interest is quite different, however, only 39 percent of the library sample report that they are very interested in the subject, while 74 percent of the school sample say they are. Moreover, 78 percent of the school sample report that they read books on this topic while only fifty percent of the library sample borrow books. Three-quarters of the boys in the school sample believe that the library has a great many books about explorers and adventurers, a considerably larger percentage than think the same about sports books. Among the boys in the library sample, however, slightly less than 40 percent think the library collection in this area is large and the same number think

the books are very good. The perception of the number of books is similar to sports, but the level of satisfaction with the quality of the books available is higher. Library users seem to be fairly well served in this area, considering the amount of interest that they show in it. Since it is a very high-interest area for boys in the school sample, however, it might serve as a tempting introduction to the library collection, if books and other materials could be more widely publicized during class visits.

Hobbies and crafts rate higher as an interest with the library than with the school sample of boys. Of those who indicate interest, more than 60 percent of each group are very interested in this subject, and more than half of these boys indicate that this is an area in which tney do some reading. Boys in the school sample do not expect the library to have many books in this area. Since more than a third of these boys are interested, this would also be a good topic for greater publicity on class visits. Forty percent of the library sample think the library has many books in this area and that these books are very good. Since there are many materials on crafts and hobbies available for this age group, this would seem an area in which the collection could be developed and greater efforts made to publicize the materials in the library.

Earth subjects is an area of interest to somewhat more than a third of both groups of boys. The boys in the school sample who chose this area, however, are much more likely than the library sample to indicate that they are very interested in the topic. Three-fourths of the school sample respond in this way, and 85 percent of them report that they sometimes or often read books about earth subjects. While more than half of these boys believe that the library probably has many books on this subject and that these books are very good, the boys in the library sample are less favourably impressed. Only 38 percent of the boys indicate that the library has many books in this area and that they are very good books.

Among boys who chose animals as a subject of interest, between 60 and 70 percent indicate a high level of interest. Both groups tend to think that the library has many books in this area and that the books are very good. The most remarkable finding in this category is that 96 percent of the boys in the school sample report that they read books about animals — a higher percentage than in other areas. This overwhelming interest in reading materials about animals, whether it is for recreation or for school information, makes this an important area in which to keep up a collection of materials suitable for young readers.

The last of the non-fiction categories listed, fairy tales and legends, was chosen as an interest by 46 percent of the library sample, and only 21 percent of the school sample. When we look at the amount of interest, however, we find that with both groups the intensity of interest is lower than in other subjects. Somewhat more than a third of the boys in each group indicate that they are very interested in fairy tales. Although two-thirds or more of each group sometimes or often borrow or read books of fairy tales, the lack of enthusiasm for the subject seems to demonstrate that building up collections or programs in this subject would not be likely to affect the use among boys of this age level.

In summary, the non-fiction categories which would be most likely to attract to the library boys nine and under who do not now use it, would be sports, animals and earth subjects. Of these areas, sports is the one in which the children do not think the library has either a very large collection nor that the books they have are very good. The analysis of the collection bears out the assumption that this area needs further development (See Chapter 6).

Animals and earth subjects are viewed by the children as being more adequate, but greater publicity about these collections might increase their use by boys in the school sample. Table 82 indicates that in relation to other libraries of similar size, Regina is below average in both these areas.

Boys who already use the library would also benefit from development of the collection in these areas, and many would enjoy greater development of the hobbies and crafts area which also rated high with them.

Non-Fiction Interests — Girls

The areas of interest chosen by girls aged nine and under are shown in Table 33. The most outstanding difference between this table and Table 31 which shows the boys' ranking, is that the library sample and the school sample of girls agree completely on the order in which they list the subjects. The top three categories in each group — fairy tales, crafts and hobbies, and animals — are chosen by more than half of the girls in each group. After these three subjects, there is a sharp drop to sports and explorers, adventurers, each of which is named as an interest by approximately one girl out of four. Earth subjects is almost as popular with the school sample, somewhat less so with the library sample. And, as with the boys, biography ranks lowest of all, with less than one girl in ten declaring an interest in it.

Table 33

RANK-ORDER OF NON-FICTION INTERESTS OF GIRLS NINE AND YOUNGER

Library Sample (N=77)		School Sample (N=75)	
Fairy tales	53.2	Fairy tales	61.3
Crafts, hobbies	53.2	Crafts, hobbies	58.7
Animals	53.2	Animals	56.0
Sports	26.0	Sports	29.3
Explorers, adventurers	26.0	Explorers, adventurers	25.3
Earth subjects	15.6	Earth subjects	24.0
Biography	2.5	Biography	8.0

When we look at the girls' responses to questions about their degree of interest in a subject and their view of the library collections (shown in Table 34) there is a similar agreement between the two groups in almost all of the areas. The similarity of interest and attitudes would seem to mean that the strategies for attracting non-users would be the same as those for serving library users better.

Of the three high-interest areas, fairy tales, crafts and hobbies and animals, it is animals which generates the greatest intensity of interest and the most book-reading. Approximately 80 percent of the girls report that they are very interested in animals, and even more of them claim to borrow and read books on the subject frequently. Among the girls in the library sample who use this part of the collection, more than half believe that the library has many books on animals and that the books are very good. This is a greater degree of satisfaction than is revealed for any other subject area.

Hobbies and crafts are chosen as interests by more than half of the girls in both samples, and of these girls, more than 70 percent indicate that they are very interested in the area. Not as many girls report reading about hobbies and crafts as about animals, between 60 and 70 percent for the groups as a whole. Almost half of the girls in the library sample think that the library has many books on crafts, and somewhat more of them believe that the books are very good.

Table 34

DEGREE OF INTEREST AND PERCEPTION OF MATERIALS IN NON-FICTION FOR GIRLS NINE AND YOUNGER*

	Library Sample (N=19)	School Sample (N=23)
Sports		
Very interested in topic	44.4**	54.5
Sometimes or often borrow books on topic	47.4	—
Sometimes or often read books on topic	—	65.2
Library has many books on topic	31.6	43.5
Library books on topic very good	55.6	56.5
	Library Sample (N=21)	**School Sample (N=21)**
Explorers, Adventurers		
Very interested in topic	61.9	61.9
Sometimes or often borrow books on topic	76.2	—
Sometimes or often read books on topic	—	52.4
Library has many books on topic	47.6	38.1
Library books on topic very good	52.4	57.1
	Library Sample (N=40)	**School Sample (N=47)**
Hobbies, Crafts		
Very interested in topic	70.0	76.6
Sometimes or often borrow books on topic	60.0	—
Sometimes or often read books on topic	—	70.2
Library has many books on topic	47.5	57.4
Library books on topic very good	55.0	76.6
	Library Sample (N=13)	**School Sample (N=21)**
Earth Subjects		
Very interested in topic	69.2	66.6
Sometimes or often borrow books on topic	69.2	—
Sometimes or often read books on topic	—	71.4
Library has many books on topic	38.5	52.4
Library books on topic very good	46.2	52.4
	Library Sample (N=39)	**School Sample (N=44)**
Animals		
Very interested in topic	79.5	84.1
Sometimes or often borrow books on topic	82.0	—
Sometimes or often read books on topic	—	88.6
Library has many books on topic	56.4	75.0
Library books on topic very good	64.1	72.7
	Library Sample (N=43)	**School Sample (N=47)**
Fairy Tales		
Very interested in topic	55.8	61.7
Sometimes or often borrow books on topic	65.1	—
Sometimes or often read books on topic	—	83.0
Library has many books on topic	41.9	61.7
Library books on topic very good	41.9	66.0

*Because the number of girls who chose biography as an area of interest is too small to make meaningful comparisons, that topic is not included in the table.

**Percentages are based on the number of girls who answered yes to each question. In a few cases, the N on which the percentage is based varies by one case from the N at the top of the column because of a "no answer" to one question.

The third major interest of the girls is fairy tales, but while this ranks high as an interest area, the percentage of respondents who say they are very interested in the topic is somewhat lower. It may be that this interest peaks at a somewhat lower age than our sample, so that while many girls in the early school years are still interested in fairy tales, they are becoming less intensely involved with them and are moving on into high interest in animals, crafts, and of course fiction. (The fairy tales category is more likely than any of the other non-fiction categories to overlap with fiction interests. For children the distinction between fantasy and fairy tales is certainly not a clear one.) Fairy tales are apt to be a high-reading area for young girls, especially those in the school sample. Eighty-three percent of the girls in this group who are interested in fairy tales report that they read them, while 65 percent of the girls in the library sample do so. The most puzzling finding in respect to fairy tales is that fewer than half of the girls in the library sample who are interested in fairy tales think that the library has many books on this subject. The same percentage agree that the library books are very good. Since Regina's collection in this area, as measured by the collection checklist (see Table 81) ranks high, the fact that children do not know about these books indicates a problem. It may be that the fairy tale books are scattered through picture books, fiction and the Dewey classification so that the children do not see the collection as a unit. Displays which bring some of these books together, or shelf signs labelling fairy tales might alleviate some of this difficulty.

In summary, the three major interest areas for girls are shared by both school and library samples, so a strengthening of collection will serve both groups. Animals is a subject of such great interest to both boys and girls in all groups, that an emphasis both on collections and programs in this area may well serve to arouse interest in the library. The present level of collection in fairy tales seems sufficient to serve needs, although some rearrangement might make the materials more accessible for children.

While the major emphasis in collection development should be on areas of expressed interest or need, it is important to remember that some of the less popular subject areas still have many adherents. Sports, for example, attracts far fewer girls than boys, but one girl out of four does report this as an interest. For the total population of children in Regina, this is a considerable number of girls and certainly justifies a collection of sports books geared to girls' participation and to female sports figures. The same is true of other subject areas, because a small number of cases in our sample should represent a large number of children in a city the size of Regina.

Summary

Most of the children in the library sample report that they visit the library with other people, often parents or friends. The most frequent means of transportation to the library is by car or walking, although almost a third of the boys bicycle. Children who use the library tend to do so frequently. A majority of respondents say that they visit it at least once a week. Their visits tend to last between ten minutes and an hour.

All of the children interviewed in the library report that they enjoy using the library, with books named by almost all the children as a reason for their enjoyment. Almost one boy in four and one girl in eight also mention non-print materials as a library attraction.

The majority of children in this age group list borrowing books for personal use as a reason for their current library trip. Almost one boy in five, however, wanted to study or was looking for information for school. In looking for material, more than half of the children go directly to the shelves, while approximately one-fifth turn to a librarian for help.

Satisfaction with the library is very high. The overwhelming majority of respondents are satisfied with material that they borrow from the library. About a third of the children suggested types of books which they would like the library to add to the collection, and about half of these suggestions were for additional fiction. Comparatively few of the children suggested magazines or other materials for the library.

While most children know some of the kinds of material available at the public library, less than half of the school sample know of any activities that take place at the library. Just over half of the children in the school sample have visited the public library at least once. The reasons they give for not going more often are usually related to the distance and to their dependence on other people to take them to the library. Almost all of these children reveal a positive attitude toward the library. Very few of the children said that they do not like the library, and less than 10 percent of the sample report they do not think they need the library.

The non-fiction subject areas which rank highest in interest for children nine and younger are animals, fairy tales, sports and crafts and hobbies. There are greater differences in interest between girls and boys than between the school and library samples. Children in the school have a high opinion of the number of books the public library is likely to have in areas in which they are interested, and also tend to believe that these books are good ones. The only areas in which they do not perceive the collection as being large is in sports and (for the boys) hobbies and crafts, the two subject areas which are least related to school curricula. The perceptions of the library sample vary considerably, with animals being seen by many children as an area in which the library has many books, and sports and fairy tales being ranked low. The children's ranking of the library collections does not always seem in accord with the collection measurements made as a part of this study. (See Chapter 6).

4

CHILDREN TEN AND OLDER

Description of Sample

Thirty percent of the children who borrowed materials from the Regina public libraries during the time of the survey were between the ages of ten and twelve. Of this group, 40 percent were boys and 60 percent girls. The Children's Services Study interviewed 156 borrowers of this age. In the sample group, 39 percent were boys and 61 percent girls. In addition to this library sample, 109 children between the ages of ten and twelve were interviewed in schools. Information about the age, grade and type of school attended by children in both samples is given in Table 35.

Table 35

AGE, GRADE AND TYPE OF SCHOOL ATTENDED BY CHILDREN TEN AND OLDER

	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Type of School				
Public	77.0%	65.3%	70.4%	61.8%
Catholic	23.0%	34.7%	29.6%	38.2%
Average age	11yr. 0mos.	10yr. 10mos.	11yr. 3mos.	11yrs. 1mo.
Average grade	5.3	5.1	5.1	5.2

Use of Television

Almost all of the children who were interviewed report that they watch a great deal of television; girls watching slightly more than boys. Table 36 shows very slight difference between the school and library sample in this respect. When children were asked whether they had ever read a book because of a program they had watched on television, more than half of all groups reported that they had. Girls were more likely than boys to say that they had read a book because of a television program. Some of the books mentioned were *Black Beauty, Star Trek, Airport, Towering Inferno* and *Planet of the Apes*. Most of these call for a high level of reading ability, and very likely would not have been read were it not for the stimulus of television.

Table 36

FREQUENCY OF TELEVISION VIEWING BY CHILDREN TEN AND OLDER

Frequency of Viewing	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Never or hardly ever	3.3	6.3	7.4	—
Sometimes (1 or 2 shows per day)	16.4	10.5	14.8	16.4
Often or always	80.3	83.2	77.8	83.6

In listing their three favourite television programs, these older children chose comparatively few shows aimed at children. As Table 38 shows, sophisticated detective and adventure shows are by far the most popular. The individual shows most often named in this category were the *Six Million Dollar Man, Bionic Woman* and *Kojak*. Unlike the younger age group, girls are almost as likely as boys to mention these shows as their favourites. Situation comedies are much more popular with the older age group than with younger children. *Happy Days* was by far the most frequent choice, with *Rhoda* and *Mash* also mentioned. Variety shows are somewhat more popular at this age than among younger children, with *Carol Burnett* and *Sonny and Cher* the favourites. Shows included in "Other" categories are mostly quiz shows and soap operas.

Table 37

TELEVISION INSPIRED BOOK READING BY CHILDREN TEN AND OLDER

Book Read because of Television	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
No	39.3	33.7	40.7	30.9
Yes	60.7	66.3	59.3	69.1

Table 38

FAVOURITE TELEVISION SHOWS OF CHILDREN TEN AND OLDER

Category of Show	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
News/Documentaries	—	3.2*	—	—
Variety	13.1	13.7	5.6	10.9
Juvenile	21.3	34.7	24.1	20.0
Detective/ Adventure	77.0	66.3	72.2	76.4
Sports	11.5	—	11.1	—
Situation comedy	31.1	38.9	40.7	49.1
Other	19.7	38.9	27.8	34.5

*Percentages total more than 100 because children named up to 3 shows.

Much of the television viewing seems to be based on convenience rather than on deliberate choice. The lunch hour show *Flintstones* was picked as a favourite by a dozen youngsters, and the late-afternoon shows, *Another World* and the *Price Is Right*, were also chosen by some.

There are few differences between the school and library sample in their television choices, and the differences between girls' and boys' choices are not very sharp. Boys come out more strongly in favour of adventure programs, but the girls are not far behind. More boys than girls like sports shows, but this category does not rate high even with the boys.

Newspaper Reading

As might be expected, children aged ten and over read the newspaper more frequently than younger children. The relationship between the groups remains the same. The boys

in the library sample are most likely to read the newspaper frequently, while girls in the school sample are least likely. Only one in four of these girls reports that she often or always reads the newspaper. This cannot be explained on the basis of availability. All of the groups had over 80 percent of the respondents reporting that their family get the daily paper regularly, and the girls in the school sample are highest in this category, with 90 percent of them reporting this.

Table 39

NEWSPAPER READING BY CHILDREN TEN AND OLDER

Frequency of Newspaper Reading	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Never or hardly ever	19.7	24.5	22.2	34.5
Sometimes	23.0	28.7	33.3	40.0
Often or always	57.4	46.8	44.4	25.4

Table 40

SECTIONS OF NEWSPAPER READ BY CHILDREN TEN AND OLDER

Section of Newspaper	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Comics	88.5*	89.5	74.1	90.9
Sports	59.0	26.3	53.7	23.6
News stories	60.7	68.4	42.6	45.5
Entertainment	47.5	48.4	46.3	49.1
Ads	29.5	35.8	24.1	30.9

*Percentages are based on the number of children who said that they read each section of the newspaper.

As Table 40 shows, the comics are the most popular section of the newspaper. Even some of the children who report that they never read the paper, admitted that they do sometimes read the comics. Sports are twice as popular with boys as with girls. Their interest in reading about sports may account for the fact that boys in each sample report more frequent newspaper reading than girls do. Girls more often than boys read advertisements, but the difference is not great.

The most significant difference shown in Table 40 is that between the library and the school samples in the frequency with which they read news stories. Within each of the samples, the girls rank slightly higher than the boys, but the difference between the two samples as a whole is much greater. The average for the library sample is 64 percent, while the school sample average is only 44 percent. The library sample thus shows considerably greater interest in the wide variety of topics covered in news stories, while the school sample tends to read in sections covering a narrower range, whether sports, entertainment or advertisements.

In news reading, as in every other category except sports, the boys in the school sample rank lowest of the four groups. As we will see, this group of boys consistently fall below all other groups in reading of all print media.

Magazine Reading

Approximately 70 percent of the children in this age group report that they enjoy reading magazines. The most popular magazines are the general adult titles such as *Reader's Digest* and *Chatelaine*. Comics were named by a great many children, and *Mad*, a humour magazine, is popular, especially with boys in the library sample. Movie magazines appeal almost exclusively to girls, and sports magazines to boys. There are a few other specialized magazines such as popular music magazines, science-fiction magazines and craft and hobby magazines which are mentioned by a few children.

Again, the boys in the school sample are low in almost every category except for sports magazines, comics, and mechanics magazines. Their interests at this age are quite specific, a fact which librarians should take into account when building periodical collections.

Table 41

TYPES OF MAGAZINES READ BY CHILDREN TEN AND OLDER

Type of Magazine	Library Sample		School Sample	
	Boys (N=49)	Girls (N=59)	Boys (N=38)	Girls (N=43)
General Adult	57.1*	62.7	44.7	60.5
General Juvenile	6.1	15.2	5.3	2.3
Comics	40.8	28.8	31.6	32.6
Engineering, Mechanics	10.2	-	13.2	—
Humour	18.4	5.1	5.3	4.6
Movie Magazines	—	20.3	2.6	14.0
Sports	12.2	6.8	36.8	—

*Percentages based on two possible choices for each respondent.

It is clear from Table 41 that by the age of ten, children have turned away from juvenile magazines (with the exception of comics) and are reading almost exclusively, periodicals designed for adults. The only exception to this is the girls in the library sample, but even for them adult magazines are four times as popular as juvenile ones.

Book Reading

There is a sharp difference in the amount of non-school related reading done by the library sample and the school sample. This difference did show up in the younger age group, but it is magnified greatly among the older children. Table 42 shows that fewer than half of the school sample say

Table 42

FREQUENCY OF READING BY CHILDREN TEN AND OLDER

Frequency of Voluntary Reading	Library Sample		School Sample	
	Boys (N=60)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Often or always	70.0	82.1	40.7	45.4
Sometimes	18.3	10.5	25.9	36.4
Never or hardly ever	11.7	7.4	33.3	18.2

20

that they read frequently while 70 percent or more of the library sample said that they do. In both samples, girls are heavy readers more often than boys.

The boys interviewed in the schools are the least likely group to be heavy readers. One-third of these boys report that they never or hardly ever read a book for pleasure, a percentage almost twice as high as that of the girls in the school sample. Only 40 percent of these boys report that they often read for pleasure. In all of the other groups, the percentage of heavy readers increases with age (See Table 8 p. 6) but in this group it declines. An increase in reading would be expected because many of the seven and eight year old children would have had very limited reading skills. The ten to twelve year olds should be able to read most children's reading materials with ease, but a large number of boys have already given up reading for pleasure.

Children were asked to name the kind of books which they read most frequently. Almost all of the respondents gave at least one choice. Children were allowed to name up to three types of books. Table 43 gives the percentage of choices in each category.

Table 43

TYPES OF BOOKS MOST FREQUENTLY READ BY CHILDREN TEN AND OLDER

Type of Book	Library Sample		School Sample	
	Boys' Categories (N=99)	Girls' Categories (N=161)	Boys' Categories (N=104)	Girls' Categories (N=113)
General Fiction	9.1	23.6	13.5	21.2
Particular Author	6.1	4.3	3.8	—
Mysteries	13.1	20.5	19.2	22.1
Romance	—	3.7	0.1	3.5
Science Fiction	6.1	1.2	5.8	3.5
Adventure	16.2	9.3	11.5	5.3
Horror	4.0	5.6	2.9	7.1
Science	9.1	5.6	7.7	9.7
Mechanics	12.1	—	3.8	—
Pets	1.0	3.7	2.9	3.5
Arts and Crafts	1.0	3.7	—	1.8
Sports	13.1	2.5	16.3	5.3
History and Geography	—	5.6	2.9	9.7
Fairy Tales	2.0	1.9	—	1.8
Comic Books	7.1	8.7	8.6	5.3
TOTAL FICTION*	54.5	68.3	57.7	62.8
TOTAL NON-FICTION	38.4	23.0	33.6	31.8

*Comic Books are not included with either the fiction or non-fiction.

A majority of the responses for all groups are fiction. When we compare this table with the comparable one for younger children (see p. 10) we can see that the older children, especially the boys, are much more apt to name specific types of fiction than younger children are. Mysteries are the most popular form, especially for girls, while adventure stories rank high with boys. Few children name particular authors or series such as "Nancy Drew books" or "Enid Blyton books." The interest of this age group in specific types of fiction indicates that the library might make it easier for children to choose the kind of book they want by arranging fiction in broad general categories rather than alphabetically by author. Children who are looking for a particular type of fiction would be able to find it more easily although, of course, those children who want a book by a particular author might have to rely on the catalogue or the help of a librarian to find a particular title.

In non-fiction, science books are popular with this age group. Sports books rank high with the boys, and history and geography (general books about other countries) are read by quite a few of the girls. Boys in the library sample report that they read books on mechanics and technology, but this type of book does not rank high with other children.

Information Needs and Searching

When children ten and over were asked how they would go about finding information, they were more inclined to turn to books than to individuals. As can be seen in Table 44 girls are more likely than boys to turn to persons rather than books as a source of information, although there was no such sex difference apparent in the younger age group. There is virtually no difference between the school and library samples in the way in which they approach an information search. A public library book is the most popular choice with all groups, with books from the school library mentioned much less frequently. Although library personnel are not an important first source of information, public library personnel are mentioned more frequently than school library staff.

Table 44

FIRST SOURCE OF INFORMATION FOR CHILDREN TEN AND OLDER

First Source Named	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Parent	18.0	17.9	18.5	20.0
Teacher	3.3	2.1	3.7	1.8
Friend	3.3	7.4	1.9	10.9
School librarian	1.6	—	—	—
Public librarian	1.6	6.3	3.7	—
Other person	1.6	2.1	—	1.8
Classroom materials	3.3	1.1	3.7	1.8
School library materials	8.2	13.7	16.7	16.4
Materials at home	18.0	10.5	9.3	1.8
Public library materials	32.8	32.6	35.2	41.8
TV or radio	—	2.1	—	—
Other	4.9	3.2	5.6	3.6
Don't know	3.3	1.1	1.9	—

The number of possible information sources named by individual children varied from zero to eight. In each of the boys' groups there were individuals who named eight

possible sources, while none of the girls named more than six. The average number of sources named by each group, however, was very similar. Both groups of boys and girls in the library sample had an average score of 3.6 sources, while girls in the school sample averaged 3.8 sources named.

Social Factors

There is a remarkable difference in the educational aspirations of the library sample when compared with the school sample, as shown in Table 45. More than 60 percent of the boys and girls in the library sample plan to finish university while less than half of the girls and less than a third of the boys in the school sample expect to do so. Once again the boys in the school sample stand out as being less ambitious educationally and giving less thought to the subject, since almost 20 percent of them do not know how long they will remain in school. This contrasts sharply with the boys in the library sample, in which fewer than 5 percent report that they do not know how long they expect to continue in school.

Table 45

EDUCATIONAL GOALS OF CHILDREN TEN AND OLDER

Educational Plans	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Drop out when possible	—	1.1	1.9	—
Finish high school	27.9	24.2	48.1	45.5
Finish university	67.2	62.1	29.6	45.5
Other post-secondary	—	—	1.9	—
Don't know	4.9	12.6	18.5	9.1

The occupational goals of children in this age group (Table 46) follow a similar pattern, except for the girls in the school group, 60 percent of whom plan to be professionals. This reflects the narrow limits of job choices reported by girls, most of whom chose traditionally female occupations such as teacher or nurse. There have perhaps been some modifications in occupational goals for girls over the past few years, since only one girl in the entire study said that she wants to grow up and become a housewife.

Table 46

OCCUPATIONAL GOALS OF CHILDREN TEN AND OLDER

Occupational Goals	Library Sample		School Sample	
	Boys (N=61)	Girls (N=95)	Boys (N=54)	Girls (N=55)
Unskilled/ semi-skilled	3.3	1.1	9.3	1.8
Skilled	16.4	8.4	35.2	3.6
Clerical	—	2.1	1.9	9.1
Managerial	3.3	1.1	11.1	1.8
Professional	41.0	64.2	14.8	60.0
Other	11.5	2.1	9.3	3.6
Don't know	24.6	21.1	18.5	20.0

The sharpest difference in occupational goals is between the groups of boys. Less than 15 percent of the school sample express ambition for a professional job, while 40 percent of the library sample do so. The school sample may reflect realistic expectations, since according to the 1971 census, only 13 percent of the working male population of Regina is in professional occupations. For some reason the library sample of boys have unusually high occupational aspirations. Parental occupation does not account for this difference. Only 12 percent of the fathers of boys in the library sample are in professional jobs. We do not have comparable data for the school sample, but it is likely that the figure is close to this, since it is similar to the overall proportion of professional workers in Regina. Why does one group of boys have such high occupational goals, while other boys of similar age have settled for less? Will the library sample of boys go on to enter professional occupations in greater numbers than other boys, and if so will their use of the library have contributed to this result? Only a longitudinal study could answer these questions, but while waiting for answers, the libraries have an opportunity to try to help this group to achieve their ambitious goals.

Table 47

SCORES OF SELF-CONCEPT TEST FOR CHILDREN TEN AND OLDER

	Library Sample		School Sample	
	Boys (N=59)	Girls (N=94)	Boys (N=52)	Girls (N=54)
Mean Score on Piers-Harris Self-Concept Scale	61.1	62.3	57.3	58.8

The Piers-Harris Children's Self Concept Scale was administered to all of the participants in the study. Differences between the school and library samples, as shown in Table 47, reveal significantly higher scores for both boys and girls in the library sample. The possibility that these higher scores might be the result of more children in the library sample being from more privileged homes was considered, and tested by comparing differences in the Piers-Harris' scores between children whose fathers had professional occupations and those whose fathers were skilled or unskilled workers. The results of these tests demonstrated that while girls whose fathers were in professional occupations did tend to score higher than the other girls on the Piers-Harris test, this relationship did not hold true for boys. These findings indicate that the boys from working class families who use the library tend to be more confident and feel more capable than those who do not. This difference is likely to be part of the reason why they have higher educational and occupational aspirations. What part, if any, the library plays in developing and encouraging their aspirations remains to be studied.

When we look at the number of clubs and organizations to which children belong (Table 48) there are very few differences. Girls in this age group have almost caught up with boys and the differences between the groups are small. Figures are higher than the percentages for children nine and younger (see Table 14) and the increasing involvement in clubs and teams may be one reason for a higher number of children in this age group who say they "have no time" for the public library. The greater involvement of children ten years of age and older in organized activities also seems to indicate a decreasing need for library programs and ac-

Table 48

MEMBERSHIP ON TEAMS AND CLUBS FOR CHILDREN TEN AND OLDER

Number of Clubs and Teams	Library Sample		School Sample	
	Boys (N=58)	Girls (N=95)	Boys (N=54)	Girls (N=55)
None	39.6	30.5	33.3	32.7
One	27.6	37.9	31.5	38.2
Two	15.5	18.9	18.5	23.6
Three or more	17.2	12.6	16.7	5.4
Average number of clubs	1.2	1.2	1.3	1.0

tivities for this age group. Many of them are involved in two or three organizations and probably have neither the time nor the need for library programs.

Summary

The boys and girls in the ten to twelve year old age group, like younger children, tend to watch a great deal of television. Detective and adventure shows are most often chosen as their favourites, with situation comedies increasingly popular. Comparatively few of these older children name juvenile shows of any kind as favourites.

Children of this age are more likely than younger children to read the newspaper frequently, and children in the library sample are somewhat more likely to do so than children in the school sample. While the comics remain the most frequently read section of the newspaper, sports and news stories are also read. Both boys and girls in the library sample are more apt than those in the school sample to report that they read news stories.

Approximately 70 percent of the children say that they enjoy reading magazines, with general adult magazines by far the most popular. Movie, sports and mechanics magazines are popular with some children, as are comics.

There is a difference between the library and school samples in frequency of their pleasure reading. Less than half of the school sample report that they frequently read voluntarily, while more than 70 percent of the library sample do. Fiction is the most popular choice for reading, with mysteries and adventure stories being frequently chosen. In non-fiction, sports, mechanics, and science are named most often as the type of book most frequently read.

There seems to be very little difference between the library and school samples in the way in which they look for information. Girls are somewhat more likely than boys to turn first to a person (whether parent, friend or librarian) than to materials as a first step in finding information.

The educational and vocational aspirations of the children in the library and school samples differ considerably. More of the children in the library sample plan to finish university and to enter professional careers than do children in the school sample. This difference is particularly striking for boys in the school sample.

LIBRARY USE BY CHILDREN TEN AND OLDER

Purpose and Nature of Library Visits

Children who are ten years of age or older are able to come to the library on their own more easily than younger children although transportation remains a problem for many. Table 49 shows that more than half of the children either walk or bicycle to the library, with girls more often walking and boys bicycling.

Table 49

MEANS OF TRANSPORTATION TO LIBRARY USED BY CHILDREN TEN AND OLDER

Usual Transportation	Boys (N=60)	Girls (N=91)
Car	35.0	39.6
Walk	31.7	41.8
Bus	8.3	6.6
Bicycle	25.0	12.1

Children of this age visit the library with friends more often than with their parents. Although more than a third of the children say that they travelled to the library by car, only 18 percent reported that their parents accompanied them. This must mean either that the parents dropped them off at the library and went on elsewhere, or that groups of children were driven to the library by one parent. Boys are twice as likely as girls to go to the library alone, and much less likely to be accompanied by brothers and sisters, as shown in Table 50.

Table 50

PEOPLE WHO VISITED LIBRARY WITH CHILDREN TEN AND OLDER

Person Who Accompanied User	Boys (N=60)	Girls (N=91)
No one (came alone)	33.3	16.5
Parents	18.3	18.7
Brothers and sisters	1.7	15.4
Friends	43.3	49.4
Other person	3.3	—

As with younger children, library users tended to visit the library frequently. Almost 60 percent of both boys and girls report that they go to the library at least once a week, and another 33 percent visit it every two or three weeks.

When asked whether they enjoyed using the library, there were only two boys and no girls who said they did not. The reasons given by the other children are shown in Table 51. The greatest attraction of the library is the book collection, but more than one child in every ten also mentions the non-print materials and the programs as reasons for enjoying the library. Although library trips are often made with friends, very few of the children mention sociability as an important factor in their enjoyment.

Table 51

REASONS GIVEN BY CHILDREN TEN AND OLDER FOR ENJOYING THE LIBRARY

Attraction of Library Visit	Boys (N=58)	Girls (N=91)
Books, collection	91.4*	95.6
Non-print materials	13.8	14.3
Programs	12.1	12.1
Place to go with friends	3.4	4.4
Study space	3.4	1.1

*Percentages total more than 100 because some children gave two reasons.

Table 52

LENGTH OF LIBRARY VISITS OF CHILDREN TEN AND OLDER

Length of Visit	Boys (N=60)	Girls (N=91)
Less than ten minutes	1.7	—
Ten minutes to half an hour	18.3	27.5
Half hour to an hour	43.3	48.4
More than an hour	36.7	24.2

The length of their visits shown in Table 52 was somewhat longer than that reported by younger children. This was especially true of boys, more than a third of whom report that they stay at the library for an hour or more. The longer length of older children's library visits is probably related to the increasing number of children who want to study or who are looking for school information.

In answer to a question about the specific purpose of their library visit on the day of the interview, a majority of children said they wanted to borrow books for personal reading. But as Table 53 shows, finding information for school is also important for this age group. Boys are twice as likely as girls to be visiting the library for informational needs, with almost half of them giving this as a reason for their visit. As noted below, this usage is related to the kinds of books and other materials which boys would like the library to purchase, and to the pattern of interests among boys, both those who use the library and those who do not.

Table 53

REASONS FOR CURRENT LIBRARY VISIT GIVEN BY CHILDREN TEN AND OLDER

Reason Given	Percentage of Children Naming Each Reason Given	
	Boys (N=60)	Girls (N=91)
Only to return books	10.0*	20.9
To borrow book for personal use	55.0	65.9
To study or find school information	48.3	24.2
To attend a program	6.7	5.5
To accompany someone	3.3	7.7
To use non-print material	1.7	2.2

*Percentages add up to more than 100 because some children gave more than one reason.

To find out whether the interview visit was a typical one, an additional question was asked about how often material borrowed from the public library is used for school

projects. Table 54 shows that while almost half of the girls answer this question by saying that they use very little public library material for this purpose, fewer than a third of the boys say the same. One boy out of four reports that most or all of the material borrowed from the public library is used for school.

Table 54

USE OF PUBLIC LIBRARY MATERIAL FOR SCHOOL BY CHILDREN TEN AND OLDER

Percentage of Items Used For School Projects	Boys (N=59)	Girls (N=91)
None or hardly any	30.5	44.0
Some (50%)	44.1	35.2
Most or all	25.4	20.9

The difference in the purpose of their library visits is reflected in the search strategies used by girls and boys, as shown in Table 55. More than a third of the boys reported that they looked first in the catalogue, while fewer than one fifth of the girls did so. Many of the children went through several steps in looking for material, but even after completing their search, only 28 percent of the girls had used the catalogue, while 47 percent of the boys had.

Table 55

FIRST PLACE SEARCHED FOR LIBRARY MATERIAL BY CHILDREN TEN AND OLDER

First Method Used	Boys (N=55)	Girls (N=85)
Looked on shelf	34.5	55.3
Looked in catalogue	36.4	18.8
Asked librarian	16.4	15.3
Looked at display	5.4	7.0
Asked companion	—	1.2
Other (Periodicals, wall signs, etc.)	7.3	2.4

Differences in the type of material sought may be one reason for different levels of success in finding material reported by boys and girls. As Table 56 shows, the success levels are very high, even higher than those reported above for younger children. While the great majority of children found the material they wanted, almost a quarter of the boys and a little more than one-sixth of the girls were unable to do so.

Table 56

SUCCESS IN FINDING LIBRARY MATERIAL BY CHILDREN TEN AND OLDER

Found Material Wanted	Boys (N=46)	Girls (N=74)
Yes	76.1	85.1
No	23.9	14.9

Children were asked how often they had taken a book home from the library and then discovered that it wasn't satisfactory. This question does not measure the intrinsic quality of the material, but rather the appropriateness of particular material for the user. Table 57 shows that while the vast majority of children are seldom disappointed with their selections, approximately one child in six was sometimes or often dissatisfied.

Table 57

SATISFACTION WITH LIBRARY MATERIAL BY CHILDREN TEN AND OVER

Frequency of Disappointment With Library Books	Boys (N=60)	Girls (N=90)
Never or hardly ever	78.3	85.6
Sometimes (50%)	15.0	12.2
Often	6.7	2.2

Changes in the Library Suggested By Children

When asked what kinds of books and magazines the library should get, or should get more of, almost half of the older children offered suggestions. Table 58 shows the major categories in which requests were made. Of the total of 156 children in this age group, almost half suggested book purchases of some kind. Mysteries and other fiction were the types of books most often requested, particularly by girls. There were several categories of books, not included in Table 58, each of which was mentioned by only one child. Among these were more foreign language books, love stories, horror stories, and books on careers and astrology.

Table 58

PRINT MATERIAL SUGGESTED FOR LIBRARY PURCHASE BY CHILDREN TEN AND OLDER

Type of Material	Boys (N=61)	Girls (N=95)
Science (including Math)	6.6	1.0
Applied sciences	6.6	4.2
Arts and crafts	—	2.1
General fiction	6.6	10.5
Books by particular author	1.6	15.8
Mysteries	11.5	11.6
Science fiction	8.2	1.0
Adventure	9.8	6.3
Comic books	9.8	13.7
Juvenile magazines	4.9	5.2
General adult magazines	9.8	4.2
Specialized magazines	13.1	10.5

The children did not offer many suggestions for magazines which the library ought to buy. Except for general adult magazines which were requested by approximately 10 percent of the boys, no one type of magazine had more than a handful of advocates. Comic books are suggested by fewer of these children than they were in the younger age group.

When asked about non-print materials which they would like the library to purchase, roughly one child in seven suggested that more records be purchased. The next most popular non-print item, as shown in Table 59, is games. (The "other" category is fairly large but it covered a multiplicity of suggestions, from goldfish to plants and pictures. No one item in this group was mentioned by more than one or two children.) While the percentages of children requesting non-print materials are fairly small compared with the percentage who suggested some kind of book purchase, the numbers of children interested in additional non-print materials would be quite large in the total population of children in Regina. Since this question was asked of children who already used the library, and

who tend to be book readers, the percentage of non-users who would be attracted by additional non-print materials would be likely to be even greater.

Table 59

NON-PRINT MATERIAL SUGGESTED FOR LIBRARY PURCHASE BY CHILDREN TEN AND OLDER

Type of Material	Boys (N=61)	Girls (N=95)
Records, tapes	13.1	13.7
Films, filmstrips	4.9	5.3
Toys	1.6	1.0
Games	8.2	6.3
Other	9.8	7.4

In considering the implications of suggestions made by children, it is noticeable that these requests tend to fall into categories in which the library already has a collection. The fact that more children requested records than filmstrips may mean that these are materials which they know the library has and therefore they think of them as possiblities for further purchase. It seems clear that most boys and girls take the library as they find it, without giving much thought to possible improvements or radical changes. There would be little point in counting on children's requests as a major part of collection development. Innovations will have to come from the library staff.

The final question of the series designed to elicit suggestions from the children was a general question about any changes that should be made in the library. Here again, the majority of children either wanted no changes made or didn't know of any to suggest. Table 60 does show, however, that boys were less likely than girls to be satisfied with the status quo. There were virtually no policy changes, such as lengthening loan period, suggested. Only one girl said that there should be more librarians; none of the others had any comment at all on possible staff improvements. Many of the physical changes suggested were for somehow enlarging the library or booktrailer, although some were for putting in more tables and more comfortable chairs.

Table 60

CHANGES IN LIBRARY SUGGESTED BY CHILDREN TEN AND OLDER

Type of Change Suggested	Boys (N=61)	Girls (N=95)
Make no change or don't know	60.6*	78.9
Change related to book collection	19.7	4.2
Change related to non-print	11.5	5.3
Change in policy	1.6	—
Personnel changes	—	1.0
Physical changes	26.2	11.6
Other	3.3	8.4

*Percentages total more than 100 because some children named more than one.

Once again, most children seem to accept the library as it is without thinking about possible changes, although a few react differently. One ten year old boy settled back in his chair when he heard this question and answered it as if he had been waiting for years to be asked. "Well," he said, "first I'd get a nice bright red carpet and lots of big, soft chairs. And I'd get curtains for the windows, and move the books around . . .". The few children who have such definite and well-thought-out responses to the physical conditions of the library might be very useful in discussions of possible changes.

The finding that there were twice as many changes suggested by boys as by girls supports the view that boys in the ten to twelve year age group are being less well served by the library than girls are. The greater percentage of girls using the library in the older age group is one indication of this. While girls of this age are likely to use the library chiefly as a source of recreational reading, boys more often seek information. Informational needs are likely to be more specific than recreational ones so that these boys would be apt to have more difficulty in locating satisfactory materials.

Attitude of School Sample Toward the Library

As would be expected, many of the older children interviewed in the school knew about the public library and had visited it. When asked about the public library nearest their house, 26 percent of the boys and 33 percent of the girls could not answer. Their knowledge of the kinds of materials available in the library again indicates that books are still considered the major material. Table 61 reveals that virtually all children are aware that books can be borrowed from the library, but fewer than a third know of any other materials available. Many of them know very little about library programs. Table 62 shows that almost half of the boys and a third of the girls do not know of any activities or programs going on at the library. The most widely known of all programs are film shows and second to them are special events, which are probably often given newspaper publicity. When asked a further question about whether or not they would like to attend the library programs, 56 percent of the boys and 58 percent of the girls thought they might like to

Table 61

KNOWLEDGE OF LIBRARY MATERIAL BY CHILDREN TEN AND OLDER IN SCHOOL SAMPLES

Material Named As Available For Borrowing At Library	Boys (N=54)	Girls (N=55)
Books	96.3*	100.0
Magazines	29.6	16.4
Records	25.9	30.9
Toys, Games	3.7	10.9
Films	13.0	10.9

*Percentages total more than 100 because some children named more than one.

Table 62

KNOWLEDGE OF LIBRARY PROGRAMS BY CHILDREN TEN AND OLDER IN SCHOOL SAMPLE

Type of Activity Known	Boys (N=54)	Girls (N=55)
Don't know of any	42.6*	29.1
Know there are some, but can't name any	1.8	5.4
Story hours	14.8	16.4
Film shows	37.0	30.9
Clubs	9.2	9.1
Displays	3.7	9.1
Special events	25.9	21.8

*Percentages total more than 100 because some children named more than one.

do so (Table not shown). Almost 30 percent of the boys thought it might be fun to go to some of the film shows, and 24 percent of the girls agreed. None of the other activities were specifically named by more than 10 percent of the children.

When asked whether they ever felt that they would like to have a good book to read, 98 percent of the girls and 90 percent of the boys in the school sample said that they sometimes do. This indicates that almost all of these children might be interested in using the public library for recreational reading even if only occasionally.

A further question was asked about the first source to which they would turn to obtain a book. As Table 63 shows, the school library was the most frequently mentioned source of books, but quite a few of the children named the public library as their first source. Children in this age group do not mention their home book collection as a source for books as often as children in the younger age group do. Few of them buy books, so they depend on the school and public libraries to supply whatever books they want.

Table 63

SOURCES OF BOOKS FOR CHILDREN TEN AND OLDER IN SCHOOL SAMPLE

Major Source	Boys (N=54)	Girls (N=55)
School library	38.9	41.8
Public library	27.8	32.7
Home	16.7	16.4
Buy	13.0	7.3
Never want a book	1.8	—
Other	1.8	1.8

Most of the children of this age in the school sample knew about the public library from some personal experience. As Table 64 reveals, only one child in ten does not know anything about the public library. Most of those who have not visited the library have heard about it from other people and use that as a basis for answering questions about the library materials and programs.

Table 64

SOURCE OF INFORMATION ABOUT PUBLIC LIBRARY FOR CHILDREN TEN AND OLDER IN SCHOOL SAMPLE

Source of Information	Boys (N=54)	Girls (N=54)
Visited the library	66.7	70.4
Heard about the library	22.2	20.4
Don't know about it	11.1	9.2

When asked why they do not visit the library more often than they do, this older group of children give answers which reflect their increasing independence. Almost half of the boys report that they have no time to go to the library and nearly one in five says he has no need to go. While somewhat fewer girls give these responses, half of them either have no time or feel no need for the library. The large number of "Other" answers given to this question reflect a general lack of interest in the library. While younger children speak of parents being unable to take them, the older children's comments tend to be about their own wishes: "I have lots of books at home," "I want to finish my school books first," "Just don't need to go to the library and the booktrailer doesn't come very often." These children seem to feel that the library is available and they could use it if they wished to do so. They seem to make their own decisions about whether or not they will use the library, so publicity to increase library use is apt to be most effective with this age group if aimed directly at the children rather than at their parents.

Table 65

REASONS FOR INFREQUENT USE OF PUBLIC LIBRARY BY CHILDREN TEN AND OLDER IN SCHOOL SAMPLE

Reason For Not Using Library	Boys (N=49)	Girls (N=55)
Don't like library	4.1*	3.6
Too far	22.4	29.1
No time to go	46.9	41.8
Nobody goes	10.2	3.6
Don't need library	18.4	10.9
Other	26.5	25.4

*Percentages total more than 100 because some children gave more than one reason.

Non-Fiction Interest of Boys

When the children were shown the list of non-fiction subject areas (see page 13) and asked whether or not they were interested in any of them, almost all the children chose three areas of interest. Since differences between girls and boys were more marked than differences between the school and library samples, these interests will be considered in sex groupings. The rank-order of the boys' interests is shown in Table 66.

Table 66

RANK-ORDER OF NON-FICTION INTERESTS OF BOYS TEN AND OLDER

Library Sample (N=61)		School Sample (N=54)	
Sports	54.1*	Sports	59.2
Crafts, hobbies	47.5	Explorers, adventurers	55.6
Explorers, adventurers	45.9	Animals	48.1
Earth subjects	37.7	Crafts, hobbies	38.9
Fairy tales, legends	34.4	Earth subjects	29.6
Animals	29.5	Fairy tales, legends	24.1
Biography	4.9	Biography	9.2

*Percentages total more than 100 because children could name three interests.

More boys in both samples are interested in sports than in any other topic. For the library sample, this is the only topic chosen by more than half of the boys. There is also agreement on the least interesting subject area, biography, chosen by fewer than one boy in ten. The other five categories are ranked differently by the two groups. The greatest difference between the two groups is in the animal category, chosen by almost half of the boys in the school sample but fewer than one third of the library sample.

Each respondent was asked a series of four questions about the areas he chose. (See page 13 for the complete questions. Table 67 gives a summary of the responses for the major interest areas. Biography is omitted because so few respondents chose it.

The highest ranked interest, sports, was also the one in which the highest percentage of respondents say they are very interested. Moreover, this is an area in which both the

Table 67

DEGREE OF INTEREST AND PERCEPTION OF COLLECTION IN NON-FICTION AREAS FOR BOYS TEN AND OLDER*

	Library Sample (N=35)	School Sample (N=32)
Sports		
Very interested in topic	88.6**	81.3
Sometimes or often borrow books on topic	82.3	—
Sometimes or often read books on topic	—	90.6
Library has many books on topic	45.7	81.3
Library books on topic very good	52.9	59.4

	Library Sample (N=28)	School Sample (N=30)
Explorers, Adventurers		
Very interested in topic	57.1	30.0
Sometimes or often borrow books on topic	85.7	—
Sometimes or often read books on topic	—	73.3
Library has many books on topic	67.9	66.7
Library books on topic very good	42.9	60.0

	Library Sample (N=27)	School Sample (N=21)
Hobbies, Crafts		
Very interested in topic	81.5	61.9
Sometimes or often borrow books on topic	64.3	—
Sometimes or often read books on topic	—	61.9
Library has many books on topic	32.1	61.9
Library books on topic very good	33.3	61.9

	Library Sample (N=24)	School Sample (N=16)
Earth Subjects		
Very interested in topic	58.3	81.3
Sometimes or often borrow books on topic	69.6	—
Sometimes or often read books on topic	—	100.0
Library has many books on topic	41.7	75.0
Library books on topic very good	50.0	75.0

	Library Sample (N=19)	School Sample (N=26)
Animals		
Very interested in topic	89.5	73.1
Sometimes or often borrow books on topic	83.3	—
Sometimes or often read books on topic	—	84.6
Library has many books on topic	73.7	80.8
Library books on topic very good	68.4	84.6

	Library Sample (N=21)	School Sample (N=12)
Fairy Tales, Mythology		
Very interested in topic	61.9	33.3
Sometimes or often borrow books on topic	52.4	—
Sometimes or often read books on topic	—	66.7
Library has many books on topic	28.6	58.3
Library books on topic very good	33.3	33.3

*Because the number of boys who chose biography as an area of interest is too small to make meaningful comparisons, that topic is not included in the table.

**Percentages are based on the number of boys who answered yes to each question. In a few cases, the N on which the percentage is based varies by one case from the N at the top of the column because of a "no answer" to one question.

library and school sample report that they read or borrow books: 88 percent of the library sample and 91 percent of the school sample do so. While 81 percent of the boys in the school sample think that the library would have many books on sports, only 46 percent of the library sample agrees. Considering the large percentage of boys who are interested in this subject, and the intensity of their interest in sports and books about sports, this would seem to be an area in which the library collection might be developed further.

The library sample ranked hobbies and crafts as their second most popular interest. Eighty-one percent of the boys in the library sample who indicated this interest said they were very interested in the topic while 62 percent of the school sample interested in hobbies reported themselves to be very interested. About the same percentage of respondents in both groups said that they read books in this area. Boys in the library sample who were interested in hobbies and crafts did not consider this an area in which the library had many books or that the library books available were very good. Only about a third of the group ranked the library high. Regina is somewhat below the average of other libraries in the collection checklist for this area, but the difference does not seem great enough to account for the boys' perception of the lack of good books on this topic. A comparison with the figures for girls (Table 69) indicates that the fault may lie in the choice of areas covered. Girls reveal much higher level of satisfaction with the collection in hobbies and crafts. An investigation of the specific areas of hobbies and crafts which boys would be interested in might help to develop a more satisfactory collection for boys in this subject area.

Explorers and adventurers ranked second with the school sample as a topic of interest. When asked if they were very interested in the topic, however, only 30 percent of these boys said yes. While fewer boys in the library sample chose explorers and adventurers as an interest, more than half of those who did so reported that they were very interested in the subject. This was also an area in which many boys reported doing a considerable amount of reading—86 percent of the library sample and 73 percent of the school sample. Two-thirds of the boys in the library sample interested in this topic thought that the library had many books on the subject, and almost half of the group thought the books were very good.

Animals was a topic of interest to almost half of the school sample and slightly less than 30 percent of the library sample. Within these groups almost 90 percent of the library sample said they were very interested as did 73 percent of the school sample. Like sports, animals is a subject on which more than 80 percent of each sample said they

read or borrowed books. This interest in reading on the topic makes it an important one for the library, and it seems that the collection supports the boys' interest. Among the boys in the library sample, 74 percent of those interested in animals said that the library had many books on the topic, and 68 percent thought the books were very good. While the figures of the collection checklist indicate that Regina ranks slightly below the average for titles in this area, a higher percentage of older boys believe that the library has a large and very good collection of books about animals than believe the same about any other subject area in this study.

There are few surprises elsewhere in the data revealed in Table 67 except for the boys' perception that the library has very few books on fairy tales and mythology, and that the books are not very good. On the collection checklist, Regina ranked high in its collection in this area. As was mentioned in the discussion of the younger children, these books may be scattered in several categories throughout the library and may therefore not seem to be as numerous as they are. Another possibility is that the boys in the ten to twelve age group who are interested in this subject are most interested in the mythology component, and the collection may be more ample in simpler fairy tales for younger children.

Non-Fiction Interest of Girls

The rank order of non-fiction interests of girls in the ten to twelve age group is shown in Table 68. The ranking is the same for both samples of girls, with animals and crafts and hobbies of interest to considerably more girls than any of the other categories. Two out of three girls in both samples are interested in animals, which makes this a primary area for the development of collections and programs of interest to girls. Girls in the school sample seem to be somewhat more interested in fairy tales than the girls in the library sample are, but percentages for all of the other subject areas are very close. For the first time, we find that biography is not at the bottom of the list. Almost one out of five of these older girls report an interest in biography.

Table 68

RANK-ORDER OF NON-FICTION INTERESTS OF GIRLS TEN AND OLDER

Library Sample (N=95)		School Sample (N=55)	
Animals	65.3*	Animals	72.7
Crafts, hobbies	63.2	Crafts, hobbies	58.2
Fairy tales	38.9	Fairy tales	49.1
Explorers, adventurers	32.6	Explorers, adventurers	29.1
Sports	23.2	Sports	23.6
Biography	17.9	Biography	21.8
Earth subjects	14.7	Earth subjects	14.5

*Percentages total more than 100 because children could name three interests.

When we look at the figures in Table 69, we see that animals is the topic which not only ranks highest in interest but also has the highest percentage of respondents who say they are very interested. Moreover, more than 90 percent of the girls who are interested in animals report that they read or borrow books about animals. Clearly this is a subject area in which further collection development will satisfy current library users and perhaps attract new users to the library. The percentage of girls in the library sample who think that the library has many books about animals and that the books are very good is roughly similar to the comparable figures for boys, allowing for the small number of cases.

Table 69

DEGREE OF INTEREST AND PERCEPTION OF COLLECTION IN NON-FICTION AREAS FOR GIRLS TEN AND OLDER*

	Library Sample (N=22)	School Sample (N=14)
Sports		
Very interested in topic	68.2	71.4
Sometimes or often borrow books on topic	66.7	—
Sometimes or often read books on topic	—	85.7
Library has many books on topic	45.5	42.9
Library books on topic very good	50.0	50.0
	Library Sample (N=32)	**School Sample (N=16)**
Explorers, Adventurers		
Very interested in topic	50.0	50.0
Sometimes or often borrow books on topic	87.1	—
Sometimes or often read books on topic	—	87.5
Library has many books on topic	61.3	81.3
Library books on topic very good	63.3	56.3
	Library Sample (N=60)	**School Sample (N=33)**
Hobbies, Crafts		
Very interested in topic	65.0	51.5
Sometimes or often borrow books on topic	78.3	—
Sometimes or often read books on topic	—	72.7
Library has many books on topic	55.0	57.6
Library books on topic very good	69.5	66.7
	Library Sample (N=17)	**School Sample (N=16)**
Biography		
Very interested in topic	52.9	43.8
Sometimes or often borrow books on topic	88.2	—
Sometimes or often read books on topic	—	81.2
Library has many books on topic	47.0	43.8
Library books on topic very good	58.8	43.8
	Library Sample (N=63)	**School Sample (N=41)**
Animals		
Very interested in topic	81.0	75.6
Sometimes or often borrow books on topic	90.5	—
Sometimes or often read books on topic	—	92.7
Library has many books on topic	60.3	70.0
Library books on topic very good	65.1	80.5

	Library Sample (N=39)	School Sample (N=29)
Fairy Tales, Legends		
Very interested in topic	51.3	44.8
Sometimes or often borrow books on topic	84.6	—
Sometimes or often read books on topic	—	86.2
Library has many books on topic	66.7	75.0
Library books on topic very good	61.5	58.6

*Percentages are based on the number of girls who answered yes to each question. In a few cases, the N on which the percentage is based varies by one case from N at the top of the column because of a "no answer" to one question.

Girls on the whole display greater satisfaction with the library collection in most of the non-fiction areas than boys do. Only in the area of sports do fewer than half of the girls believe that the library has a large book collection. This indicates that more materials about sports, especially those of interest to girls, would be a good addition to the collection. Even though sports did not rank high as an interest for girls, it is important to remember that almost one girl out of four in this age group did select this topic, so there is a large audience for sports books among girls.

Girls in the school sample cannot be expected to have accurate perceptions of the size or quality of collections in the different subject areas. Their views, however, do give an indication of what their expectations of the library are. On the whole, when the small number of cases are taken into account, the girls in the school sample and those in the library sample do not show clear and consistent differences in their perceptions of the collection. The two areas in which the school sample do not have high expectations of the collection are hobbies and crafts and sports. These topics are less curriculum-oriented than most of the other subject areas, which may be one reason for the different views of the library. If the library wants to attract and satisfy girls who are not now library users, greater publicity about the availability of materials on girls' extra-curricular interests may be an inducement.

Summary

Children ten years of age and older are most likely to visit the library with friends or to come alone, and boys are more apt to come alone than girls are. These children usually either walk to the library or are driven to it. Fewer than 10 percent of the children interviewed travelled to the library by bus.

Almost 60 percent of the library users report that they visit the library at least once a week. Almost all of the children name books as a principal attraction of the library. More than one child in ten also mentions non-print materials and library programs as reasons for enjoying library visits.

Older children are more likely than younger ones to visit the library for a half an hour or more; a finding that may well be related to the fact that almost half of the boys and a quarter of the girls visit the library to study or to find information for school. In looking for materials in the library, half of the girls, but only a third of the boys first look on the shelves. Another third of the boys go first to the card catalogue, while fewer than one girl in five turns to the catalogue first. These older children are somewhat less likely than the younger group to go first to a librarian for help in finding materials; only fifteen percent of them report using this approach.

Whatever their search strategy, most of the children are successful in finding the material they want. More than four-fifths of the library sample reported that they had located satisfactory materials during their current library trip. Boys were more likely than girls to report failure in this respect, with almost one boy in four saying that he had not found what he wanted.

Almost half of the library users suggested books which they would like the library to purchase. Fiction was the most popular request, especially mysteries, science fiction and adventure stories. Most of the non-fiction suggestions were for science and applied science. Records were the most popular non-print material which the children suggested buying, although some children also mentioned games and films. On the whole, boys made more suggestions than girls did for additional purchases. They also were more likely than the girls to suggest changes in the library. Although the general level of satisfaction with the library seems very high, it appears that boys are somewhat more dissatisfied than girls are.

About one-third of the children in the school sample in this age group do not know of any activities that take place in the public library, and about the same number cannot name the library nearest to their home. Among those children who do know about library activities, the film shows are both the best known and the ones which most children would prefer to attend.

Two-thirds of the children in the school sample have visited the public library at least once. The most frequently given reason for not using the library more often was a lack of time. Distance to the library was another factor mentioned, and about 15 percent of the children report that they simply do not need the library.

The most popular non-fiction subject areas for this age group are sports for the boys and animals for girls. Crafts and hobbies, fairy tales, and explorers and adventurers are also highly ranked. All of these areas seem to be ones in which additional collection development would encourage even greater library use.

6

THE COLLECTION

Assessment from Children's Preferences, Circulation and Balance of Collection

The children in Regina were asked to indicate their reading interests in a spontaneous way and in a directed consideration of seven particular interest areas. Their answers from both approaches are used in the following discussion on the collection.

To record a spontaneous preference in reading, the children were asked "What kinds of books do you read most often?" Of the 540 children surveyed, 526 indicated one or more favourite areas of reading interest. In all, 666 answers were recorded. Fiction was the most popular choice. Library users preferred fiction more often than did non-library users. Non-users indicated a fiction choice in a ratio of less than two to one, but library users were well above this ratio in selecting fiction.

As might be expected, older children remembered more favourites than did younger children. Girls were able to name slightly more favourites than boys, and children who read frequently named more favourites than children who read infrequently. Non-library users named significantly more books and more favourite kinds of reading than did users. This difference between user and non-user may occur partly because some children begin to read fiction alone, to the exclusion of other types of material. This finding does indicate that any assumption about non-library users being uninterested in books is open to question. Table 70 summarizes some of the significant characteristics of the children who spontaneously named a favourite reading area.

Table 70

CHARACTERISTICS OF CHILDREN WHO ANSWERED "WHAT KIND OF BOOKS DO YOU READ MOST OFTEN?"

Dewey Class	Characteristics*
300's Social Sciences	Young girls in the lower grades, with a tendency to read infrequently. This latter characteristic reflects the early stages of the acquisition of reading skills. The interest in folklore reflects the young child's love of fairy stories, and is essentially an interest in fiction.
398.2 Folklore (including Fairy tale, myth, legend)	
500's Sciences	Non-users of the library showed a predominant interest here, with no other characteristic such as age or sex coming to the fore.
600's Applied Sciences	Users of the public library read in this area with a slight indication that boys were more interested than girls in books from applied sciences or technology.
700's Recreational Arts	Older boys, eleven years plus, and in the higher grades were most interested in this category. The sports interest is reflected here, as is an interest in a particular hobby or craft.
900's History, Biography, Travel, Geography	In the library sample, boys showed an interest in exploration while girls tended to prefer biographies. Overall, though a number of examples were cited, no characteristics emerged to distinguish the readers of history.
Fiction	Older girls in the higher grades are definitely fiction readers. Significantly, it is also public library users who show this interest.

*Characteristics of age, sex, grade, frequency of reading, library use/non-use are summarized here. For further information see the preceding chapters and the appendix on statistical analysis.

The popularity of these areas of spontaneous reading interest is ranked in the following Table 71

Table 71

FAVOURITE READING RANKED ACCORDING TO SPONTANEOUS RESPONSES

	Rank	% of Response* (N=526)
Fiction	1	70.3
Pure Sciences	2	17.7
Recreational Arts	3	13.3
Applied Sciences	4	9.3
History, Biography, Geography	5	8.6
Social Sciences (including folklore, myth, fairy tale, legend)	6	7.4

*Percentage is greater than 100 because children could make three choices, 526 respondents, 666 choices.

To record a directed preference in interest areas, the children were asked to choose as many as three specific areas of concern to this study, and rank them according to personal interest. The popularity of these areas of directed interest is shown in Table 72.

Table 72

RANKING OF RESPONSE TO SPECIFIC INTERESTS

	Rank	% of Response* (N=540)
Animals	1	54.3
Crafts, Hobbies	2	50.0
Myths, Legend, Fairy Tale and Folklore	3	40.7
Sports	4	38.9
Explorers, Adventurers	5	34.6
Earth Subjects	6	25.4
Biography	7	10.6

*Each child had the opportunity to make as many as three choices.

The following Table 73, which may be compared with Table 70, summarizes some of the significant characteristics of the children who ranked these specific interests according to personal preference.

From the comparison of Table 73 and 72, it is apparent that the specific interests crossed classification areas within the Dewey Decimal system for organizing library resources. This crossing was made in order to survey particular sections in the collections on an inventory checklist. The spon-

Table 73

CHARACTERISTICS OF CHILDREN WHO RANKED THE SEVEN SPECIFIC INTEREST AREAS

Area	Characteristics*
Myths, Legends, Fairy and Folk Tales (compares with the 300's fiction interest)	Girls of all ages with a tendency overall to show a high frequency of reading. A peak in the low grades; these children read infrequently probably because reading skill in this group is not yet well developed. These children are both users and non-users of the public library.
Animals (compares with the fiction interest and the interest in husbandry, an applied science and in the zoological aspect, a pure science)	Girls of all ages, grades, frequencies of reading Non-users displayed a particular interest. The interest in non-fiction and fiction aspects are blended here.
Crafts, Hobbies (compares with the recreational arts and the applied sciences)	Girls of all ages with a peak in the middle grades. Children were at all frequencies of reading but tended to state a low frequency of television watching.
Sports (compares with the recreational arts)	Boys of all ages, grades, and at all frequencies of reading. Non-users indicated a strong interest here. This group reads the magazines and newspapers more often than any other group.
Explorers and Adventurers (compares with the interest in history, travel, geography)	Boys of all ages, but interest increases with age and grade. The boys also show a high frequency of reading.
Earth Subjects (compares with the applied and pure sciences)	Boys at all frequencies of reading. Interest tends to increase with older age and higher grade.
Biography (compares with history)	Girls of all ages and at all frequencies of reading. An increased interest appears with older age and higher grade.

*Characteristics of age, sex, grade, frequency of reading, library use/non-use are summarized here. For further information see the preceding chapters and the appendix on statistical analysis.

taneous expression of interest was used in relation to data on the size, balance and circulation of the collection.

There is correspondence between the spontaneous and the directed response. There is also congruence in the characteristics of the children when the category of specific interest paralleled the volunteered response. For example, the spontaneous response of fiction is also reflected in the directed specific interest in myth, legend, folk and fairy tale. An interest in animals crosses both fiction and non-fiction boundaries; children, particularly girls, could be interested in stories about animals or in non-fiction material about animals. The fiction interest, whether spontaneous or directed, is very high. The categories of recreational arts (sports, hobbies and crafts) are roughly in the middle of both spontaneous and directed choice. Earth subjects were explained to children as being about rocks, dinosaurs, weather, pollution and generally having components of both applied and pure sciences. The ranking of the directed interest was somewhat lower than the solid middle range of interest indicated by volunteered responses. The children gave many suggestions that were in the pure or applied sciences. Exploration or adventure, explained as examples of historical and geographical discovery, and the category of biography ranked low, both in spontaneous and directed interest.

It is very clear that whatever the extent of children's interest in non-fiction, the interest in fiction is paramount. Fiction tended to be the limited choice of the young children in this study. The children participating in this study were five years old and older. There is a large group of toddlers and preschoolers whose responses are not recorded in this survey, and who are supplied with reading material by the library. Much of this material is fiction, picture books and beginning stories. It might be assumed that children under five or six read as much, or more fiction, than do children six years and older.

The children in this survey chose fiction almost four times more often than they chose any other category of reading, see Table 71. If the spontaneous statements of children about their favourite reading were used as a guide to collection building, librarians could expect to buy up to six or seven fiction works to each non-fiction purchase. This interest does show the importance of fiction in the lives of children, and indicates a role of the public library in providing creative literature as recreation.

However, in addition to the patron's expression of interest, a collection is built on selection principles and evidence of interest, such as circulation statistics. Circulation of material reflects the use of the collection, and the size of the collection determines, in some measure, the use that can be made of the collection by the patrons.

An approximation of the balance of the collection in the main branch was made by compressing the cards in the shelf list catalogue and measuring the collection from the cards in millimetres. The reference collection which does not circulate was not measured, nor were the paperbacks because they are not represented in the shelf list catalogue.

The result of these calculations is shown in Table 74, with the percentages rounded in this instance to the nearest whole number.

Table 74

SIZE OF COLLECTION

Classification	Rounded % of Total Collection	
Non-fiction		
Social Sciences	9.0	
Pure Sciences	13.0	
Applied Sciences	8.0	
Recreational Arts	8.0	53%
History, Biography, Travel, Geography	13.0	
Other non-fiction areas	2.0	
Fiction		
Juvenile	23.0	
Literature (800's)	3.0	47%
Easy Books	21.0	

Circulation figures were read for six Saturdays spread seasonally throughout 1976. Two additional tallies supplied by the Regina staff were also used to complete the sample of circulation data. The overall circulation is summarized in Table 75.

Table 75

CIRCULATION OF COLLECTION

Classification	Number of Items Circulated (N=5554)	As % of Total Circulation*
Non-Fiction		
Social Sciences		
Pure Sciences		
Recreational Arts	1167	21.0
History, Biography, Travel, Geography		
Other non-fiction areas	164	2.9
Fiction		
Literature		
Juvenile, Easy	4223	76.0
Paperbacks		

*Exclusive of audio-visual, vertical file and other material circulated by the children's department.

The circulation does indicate the very limited interest that children display in the non-fiction areas of philosophy, religion, psychology and the linguistic arts. This finding would be anticipated in a children's collection because of the adult nature of much of the material. The high interest in fiction is demonstrated; but, whereas the spontaneous interest in fiction suggested a ratio of about six fiction books to one non-fiction, the borrowing pattern is closer to a ratio of three to one.

It was possible to further break down the circulation of areas and juxtapose that circulation with the spontaneous interest of children in broad classes of non-fiction. The breakdown of circulation is shown in Table 76.

Table 76

CIRCULATION WITHIN CLASSES OF NON-FICTION

Classification	Items (N=1331)	Rounded % of Total Non-Fiction Circulation	Rounded % of Total Circulation*
Social Sciences	239	17.9	4.3
Pure Sciences	267	20.1	4.8
Applied Sciences	266	20.0	4.7
Fine and Recreational Arts	149	11.2	2.6
History, Travel Biography	246	18.5	4.4
Other Non-fiction	164	12.3	2.9

*Exclusive of audio-visual, vertical file and other material circulated by the children's department.

Upon analysis of non-fiction, it was found that the spontaneous interest of all children was greatest in the pure sciences, and the greatest circulation of non-fiction material was in the combined areas of pure and applied sciences. The next area of spontaneous interest was in the recreational one of sports, hobbies and crafts but the least circulation of material occurred in this area. In each of the areas of social sciences, the applied sciences by themselves and history, the circulation was greater than the expression of spontaneous interest.

Putting the percentages for the circulation and for the size of subject areas in the collection beside the percentages derived from the spontaneously expressed interest of the children, an inference can be drawn about the standing of the collection in particular areas. For example, 7 percent of the children indicated an interest in the social sciences. The marked interest was in the folklore section (fairy tales, myths, legends) of the social sciences. This section, 398.2, accounts for approximately 8 percent of the social science materials, yet for the sample of Saturdays, the circulation of this area was 3 percent of the entire social sciences.

Of the 239 borrowings in the sample only seven items were folklore. This would tend to suggest that the present collection of mythology, and folklore is more than adequate for use. As the entire circulation of social science materials is slightly higher than the children's expression of interest, this area is probably one in which the children need information, perhaps for school related projects in commerce, transportation and vocational areas, but in which they are unaware of their requirement.

Table 77 summarizes the children's interest in the pure sciences and presents that interest beside figures for the collection.

Table 77

PURE SCIENCES, THE 500's

	Spontaneous Interest of Children as % of Responses (N=107)	Circulation as % of 500's	Balance as % of 500's Collection
Mathematics, Physics, Chemistry, Astronomy	27.1	32.9	27.0
Earth Sciences, Anthropology, Biology	14.0	23.2	27.0
Botany	1.9	not separately recorded counted with earth sciences	
Zoology	57.0	43.9	46.0

In the pure sciences, the children's interest in zoological subjects was greatest; both the balance and the size of the collection reflect the use that children give to this portion of the collection. Surprisingly, children expressed some spontaneous interest in the areas of theoretical sciences, mathematics, chemistry, physics, astronomy and this collection also circulated well. Children were less interested in the earth sciences, geology, meteorology, palaeontology, or anthropology and biology. These areas circulated to a smaller extent than did the other pure sciences although the size of the collection is approximately equal.

Boys were significantly more interested than girls in the areas of mathematics, physics, chemistry and astronomy. The high interest and good circulation in the zoological sciences are consistent with children's interest in animals. Significantly the children most interested in animals, either the zoological aspect of the pure sciences or the husbandry approach of the applied sciences, were girls. The children who choose to read in the pure sciences generally are non-users of the public library. These non-users read proportionally more books about zoology and animals together, than did the users. It appears that the non-users of the public library have reading interests that consistently show in favour of a non-fiction orientation.

Table 78 summarizes the children's interest in the applied sciences and presents that interest beside figures for the collection.

Table 78

APPLIED SCIENCES, THE 600's

	Spontaneous Interest of Children as % of Responses (N=52)*	Circulation as % of 600's	Balance as % of 600's Collection
Domestic arts, cookery, sewing, personal care	1.9	4.9	9.0
Animals, both domesticated and non-domesticated	55.8	13.4	15.7
General applied technology, engineering, manufacturing, building, chemical technology and other 600's	42.3	81.7 other not separately recorded	50.6 25.1

*Note the small number of items, 52, as compared to the 666 items given overall.

In the area of applied sciences, there was anticipated difference in the interest of boys and girls. Girls read the books in the domestic arts, including cooking and sewing, clothing and care of the body. They also read the books on animal husbandry. Only boys mentioned interests in general applied technology, engineering and building. The girls' interests are well represented in the use which is given to the collection. If holdings were to be increased, perhaps the increase should still occur in the area of greatest use which is in the applied trades and skills rather than in the domestic arts or animal husbandry areas.

Table 79 summarizes the children's interest in the recreational arts and presents that interest beside figures for the collection.

In the fine and recreational arts collection, hobbies and crafts appear well developed in relation to the use given to this section by the children. There is a handicraft component here that parallels the homemaking aspect of the applied sciences. The domestic arts in the applied sciences were also well developed, so it would appear that crafts are well served in Regina. The high interest of children in sports is worth noting, as is the corresponding circulation.

Table 79

FINE AND RECREATIONAL ARTS, THE 700's

	Spontaneous Interest of Children as % of Responses (N=166)	Circulation as % of 700's	Balance as % of 700's Collection
Sports	78.7	50.0	47.0
Crafts, Hobbies	17.3	0.0	30.0
Other	4.0	50.0	23.0

Significantly more boys than girls were interested in sports. Sports as a favourite reading area is an interest that increases with age. There is an indication that non-users of the public library are interested in sports. There is no indication in the study that these sports-minded children read fewer books than other children. A child interested in sports will, on average, read a book as often as will any other child. Furthermore, the sports-minded child pays more attention to newspapers and magazines than do non-sports-minded children. Non-users and boys should be attracted by the promotion of an up-to-date, thoroughly adequate sports section.

Table 80 summarizes the children's interest in history and presents that interest beside figures for the collection.

Table 80

HISTORY, THE 900's

	Spontaneous Interest of Children as % of Responses (N=57)*	Circulation as % of 900's	Balance as % of 900's Collection
General History and Pure History	25.5	86.1	36.0
Travel, Geography Exploration	8.5	2.6	33.0
Biography	66.0	11.3	31.0

*Note the small number, 57, of items as compared to the 666 items given overall.

The size of the collection in history and geography is as large as the collection in pure sciences. This is an area in which a great deal is published for children, and it is comparatively easy to build a large, good collection. Yet, when children named both their spontaneous and directed interests, history and geography ranked very low. Children are not enthusiastic readers of history and geography. There was some indication that the children interested in this area were non-users of the public library. Again, the non-fiction orientation of the non-user is apparent. Boys tended to show both the spontaneous and directed interest in exploration and the books of general geographical history. Thirty-one children in the study named a favourite book or reading that was a biography, and these children tended significantly to be girls. The collection in the 900's at the present time would generally appear to be larger than either use of interest warrants. The collection seems to be particularly good in the area of travel, exploration or general geographical history and less well developed in the areas of greater use, that is in biographies, general reference in history, and pure history.

The Collection Assessment by Inventory Checklist

In addition to the children's observations and the circulation and approximate balance of the collection, a checklist of 760 items was devised to survey the holdings of the main branch. The checklist shown in the Appendix on Methodology and Instruments listed fiction and non-fiction books in print, in specific interest areas. There are 550 items in the first section of the inventory which surveyed books, and 210 headings in the second section which surveyed the subject headings in the catalogue. Books for the list, whether fiction or non-fiction, were also chosen across categories of age and grade. Books for the young child, preschool to grade three are present as well as books for the middle-aged child, grades three to six, and for the older child, grades five, six and higher.

The checklist of collections covered a wider survey area than Regina alone. Five libraries participated in this part of

the study. These libraries were the main branches of the public libraries in Saskatoon, Halifax, Mississauga, Ontario and the Borough of York in Toronto. These centres all serve populations of similar size, have approximately similar children's book budgets, and collections of a similar size. It was assumed that Saskatoon and Regina as western cities of moderate size serve the same range of young clientele. The other cities might exhibit regional differences in the population of children served. Halifax is a sea-coast capital and a regional library centre. Mississauga is an industrial and suburban area on the fringe of greater Toronto, and York is a borough centred within an area of large library resources. These libraries all expressed their willing co-operation in allowing collections to be searched for the titles, and in supplying information on the collection.

A checklist used as an assessment tool, can, by its inherent restrictions, be indicative rather than definitive of a library's holdings. There are recognized difficulties in using a checklist. For example, several of the authors whose names appear, write many books; the library may not hold the title on the list but may hold other books by the same author. Similarly, and particularly in the non-fiction areas, a library might hold equivalent, or better title(s) to cover the subject under consideration, but these titles do not appear on the checklist. For other and equally valid reasons, the library might not hold one or more titles.

For purposes of this checklist, paperbacks were not counted as a contribution to the permanent collection. A title had to be catalogued and available in a hardback edition. Thus it did happen occasionally that the library had a title in paper back and that title was not credited to the library.[1] It also happened that some titles were available in a Young Adults' section rather than in the Children's department and hence were not counted.

While recognizing that the use of a checklist as a surveying device is limited — certainly on the basis of individual title — it nonetheless has validity as a measure of titles in groups and in comparison with other library collections. Furthermore as this checklist was devised with every expectation of finding the title, some overall assessment is possible. Titles were chosen from familiar selection aids, e.g. *Children's Catalog*[2] and commonly used journals such as *Horn Book, Library Journal, In Review, Canadian Materials* as well as special lists like the Toronto Boys and Girls House *Subscription Reviews*. Other aids to the choice of titles were editions of *The Republic of Childhood*[3], *Books for Boys and Girls*[4] and *Candian Materials for Schools*[5]. The National Library's *Notable Canadian Children's Books* was consulted as was the Indian and Northern Affairs' annotated bibliography *About Indians*. Some titles were included because they were bestsellers as indicated in *Best-Selling Children's Books*[6]. Many titles on the list were reviewed in at least two selection aids, or were likely to be universally recognized as worthless or worthwhile additions to the collection.

[1]It so happened in three instances that Regina held in paperback three titles not catalogued, (Felsen, Slobodkin, Zindel).

[2]12th edition, 1971 and supplements 1972-1975, published by H. W. Wilson Co.

[3]Editions by Sheila Egoff (Oxford University Press).

[4]4th edition edited by M. Bagshaw (Toronto Public Libraries, 1966).

[5]Edited by Snow and Hanck (McClelland and Stewart, 1970).

[6]Compiled by J. S. Kujoth (Scarecrow Press, 1973).

Fiction Checklist

The fiction choices are included for various reasons. The individual titles range from poor to excellent, from slim in content to long novels, from an audience level of reluctant reader to a developed literacy in reading. There are 150 items in the fiction category;[1] the majority are single books. Twenty items were series, or near-series, in which any item counted equally. Saskatoon held 89 percent of the items; Halifax held 87 percent with the other libraries following. York held 83 percent, Mississauga 81 percent, and Regina 79 percent. These percentages indicate the similar activity of libraries in building collections.

Award winning books were well represented. The average representation was 92 percent of the forty-eight books listed. The awards used were the Kate Greenaway, Newbery, Caldecott Medal and the Canadian Association of Children's Librarians Award. This single category was the best represented of all categories indicating the very high potential of award-winning books for purchase. Awards for fiction written for older children were best represented. Canadian award-winners showed more spotty coverage. Louise Riley's *Train for Tiger Lily*, CACL Award 1956, but still available, was not represented in three libraries. This title is also mentioned in *Notable Canadian Children's Books*. Surprisingly, Sheila Burnford's *The Incredible Journey* was missing at one library. Possibly this popular book was available in paperback or was at one time in the collection, was lost, and has not been replaced. The same might very readily be true of the single Newbery winner, *A Wrinkle in Time* which was not represented in one library. Two Carnegie winners were not represented: Ivan Southall's *Josh* and Richard Adam's *Watership Down*. This latter selection became a best-seller for adults in North America and perhaps was not selected for the children's collection for that reason. The Greenaway Awards were most frequently overlooked, if four missing titles may be called frequent. Rather than concentrating on the missed titles, of which there were so few, it would be better to consider the record of acquisition. Apparently award winning books whether from the U.S., U.K. or Canada enjoy an almost guaranteed placement in libraries.

[1]Exclusive of fiction on the list of recent titles, and items labelled "other books" by an author or in a series.

Of the thirty-three Canadian Titles on the list, Saskatoon held 91 percent, York and Halifax 88 percent and Regina and Mississauga 85 percent. A good percentage and one that compares favourably with the overall percentage in collecting fiction. These percentages do not suggest that the libraries are understocked with Canadiana in spite of the selection and acquisition difficulties in the area.

Many of the classics, such as *At the Back of the North Wind* or *Swallows and Amazons* were well represented. So too, were the universally loved books such as *The Story about Ping, Three Billy Goats Gruff*, the *Curious George* books and so on. There are indications that standard novels of some length or of difficult theme and a developed stylistic presentation like *Moby Dick* or *Mutiny on the Bounty* are gradually dropping from library shelves. Gone too were three Canadian titles, possibly because of audience level, *Windflower, Maria Chapdelaine* and *I Heard the Owl Call My Name*. Junior novels and stories for young and middle-aged children were well represented. Books of some dubious merit, even if bestsellers such as the "boy meets car" books of Henry Felsen or Richard Scarry's books were under-represented. Only one library had best-seller *Rabbit and Skunk and the Scary Rock* for young children, and only one library had a catalogued edition of Bram Stoker's *Dracula* a perennial favourite of adolescents.

Series fared in much the same way. Poor, but sometimes popular, series such as Hardy Boys or the Oz books were under-represented. Donna Pape, a prolific writer and Edna Chandler who produces the Cowboy Sam series were overlooked. These authors write for the reluctant reader and Pape in particular produces a number of tongue-twisting titles to help the child with pronunication. Good series and favourites with children such as the *Madeline*

books, the *Borrowers* or *Miss Bianca* were well represented as were other favourite series for middle-aged children, series such as *Encyclopedia Brown*, *Danny Dunn* or the *Little House on the Prairie* books. If the series is generally considered a good one, the runs tended to be longer. Fiction readers would seem to be assured of a wide selection in any library in this study. Some writing of mediocre or poor quality was represented alongside novels of recognized literary worth.

Myths, Legends, Fairy and Folk Tales

Much of the literature of mythology, legend, fairy tale and folklore is related to fiction and is especially published as stories for children. These stories appear, generation after generation, in new editions. Generations of children do like this material; the area was given third place in the ranking of directed interest areas. This interest is one of several factors contributing to the fact that children's departments often have large mythology and folklore sections. The literature itself is extensive. Classical and North European mythology is found in the section on comparative religion; folktales and legends are with the folklore material, and many fairy tales are in the picture books. Drama and novels using mythology as a basis are also part of a collection, so that the total content of this literature is difficult, if not impossible to ascertain for any one collection.

For inclusion in the checklist, seventy-eight titles from these areas of folklore, mythology, legends and fairy tales were chosen. These titles included standards such as Alfred Church's *The Aeneid*, *The Iliad* and *The Odyssey* or Charles Kingsley's *The Heroes*, as well as more recent items such as Melzack's *Raven, Creator of the World* or Gerald McDermott's *Arrow to the Sun*, The Caldecott winner of 1975. There were some Canadian titles on the list, and the only Canadian titles overlooked occurred at Regina where Cyrus Macmillan's *Canadian Wondertales* (Canadian Fairy Tales) was not represented. Only at Regina and Saskatoon was the title *Cree Legends* in two volumes searched. This was a collection of Cree legends compiled by B. Ahenakew and S. Hardlotte, published in Saskatoon in 1973 and recommended in *In Review*, winter 1976. The volumes were present in Saskatoon but not in Regina. Of the fifteen award winners on the list only McDermott's *Arrow to the Sun*, and McNeill's *The Double Knights* and Uden's *Dictionary of Chivalry* were overlooked by Halifax, Mississauga and York respectively. The latter book is a reference work for young adults which won the Greenaway Award for illustration in 1968.

On average the libraries had collected 87 percent of the total, with Mississauga being the library that tended to lag in this area, collecting only 78 percent of the titles. Saskatoon held 95 percent of the material; Regina held 90 percent. York was the average library, and Halifax, 85 percent, slightly below average. It would appear from these figures that the collections of fairy tales, mythology and legends in these libraries, and certainly in Regina, are substantial enough to satisfy the appetite of children.

Animals

Animals, whether in fiction or in fact, are an absorbing interest for many children. This topic was chosen as a favourite by more children than any of the other topics suggested in a directed enquiry. Many children also spontaneously mentioned that reading about animals was a favourite pastime.

Publishers are aware of this interest and produce a large number of animal books for every taste, need and age. Seventy animal titles were on the checklist, and the average representation of these titles in the libraries was 63 percent. This is a high percentage, since there are few firm and recognized guidelines for collecting non-fiction material about animals.

Saskatoon's unusually high percentage of eighty-four raises the average for all the libraries, so that the median percentage, which is 60 percent represented by York's collection, is a more useful figure for comparison on this topic. Both Regina and Halifax had collected half of the titles, 49 percent. Mississauga with 70 percent and Saskatoon with 84 percent were well above the average, indicating that these libraries are very aware of collection building in the animal category.

Crafts and Hobbies

Crafts and hobbies are a directed interest area ranked in second place with children. The area was also mentioned as a spontaneous interest. Girls particularly expressed high interest. Forty recommended titles were chosen to represent interests from cooking and sewing to scientific experiments, secret writing, kite-making and photography. The abilities and interests of young children were not overlooked with such titles as *It's Magic* or *Science Teasers*, nor were the hobbies, stamp or coin collecting of older children neglected.

Overall, the average collection held 57 percent of the titles. Saskatoon has a high count of 85 percent, while Halifax has a low count of 35 percent. However as the average and median are close, it is possible to suggest that Mississauga with 63 percent, and Regina and York, each with 53 percent, are all collecting in about the same way and to the same extent in the area of hobbies and crafts.

Sports

Children, particularly boys, expressed a substantial interest in sports, ranking this area in fourth place. As in the other non-fiction areas, it is difficult to select titles which libraries are likely to have. There are few, if any, standard works as in the fiction or myth classification and no awards to bring annual attention to this interest area. Thirty-two recent titles, covering a sports spectrum, were culled from *The Children's Catalog* and reviewing sources. The average holding among the five libraries was 49 percent. Regina and Halifax fell below the average with 44 percent and 31 percent respectively, while Mississauga and York were close to the average with 50 percent and 53 percent respectively. Saskatoon had 66 percent of the titles, an excellent showing considering the average. It would appear that there is a tendency to overlook some material in sports. In view of the fact that children do like, and do use sports books and because sports activity has an aspect of currency, librarians should be continually aware of the need to collect and to update materials in the sports section.

Explorers and Adventurers

This was an area in which children did not express a great deal of interest. When their attention was directed to the category, they ranked it fifth of seven choices. The area however is important as support for school projects. Forty items were selected for the list. It is sometimes difficult in this section to separate biographical information from the account of an exploit or a tale of travel. The material shelved with historical geography was chosen as the basis for inclusion here. There is some emphasis on Canada and the North. (Several explorers of Canada, of North America and other continents were also used as subject headings on the checklist.)

The average representation in the libraries was a healthy 66 percent. The median library in this case was Regina with 63 percent, York and Halifax each with 60 percent, Mississauga with 70 percent and Saskatoon with an excellent 78 percent. The average for collecting the Canadian

titles on the list was 59 percent somewhat below the overall average. The Canadian titles overlooked tended to be those which might be used by older children and hence found in young adults or the adult library. Frank Rasky's *The Taming of the Canadian West*, overlooked by all but Regina was one such example.

Earth Subjects

When asked, the children ranked this category in sixth place. Seventy-five titles were chosen to cover an area in the 500's dealing with earth sciences, everything from rocks, dinosaurs, weather, evolution, geology, anthropology and nature studies. This area has some spontaneous interest for children; the area overlaps with an interest in animals or in other sciences. There is a good deal of publishing for children of all ages to cover earth subjects and many items are closely related to the learning taking place in school. It was not difficult to find seventy-five recommended titles that cover the many facets of earth sciences and are aimed at audiences from the very young child to the adolescent.

The average representation in the collection was 62 percent, but as Saskatoon's representation was unusually high at 79 percent, the median 59 percent would be a better figure to use as comparison. On that basis, Saskatoon appears to be collecting earnestly in this area with Mississauga, 68 percent, also doing well. York at 59 percent is the median library with Regina, 53 percent, and Halifax, 52 percent, collecting close to the median figure. The titles missed did not appear to follow any pattern of subject, or age grouping.

Biography

Biography was not a subject that interested the children. It ranked last among their choices. Girls who were active readers showed some interest. However, biography appears to be a pursuit in reading that develops with maturation.

Titles chosen contained some standards like Anne Frank's *Diary of a Young Girl* as well as titles like Alistair MacLean's *Lawrence of Arabia*. Some were Canadian. This section on biography should be read in conjunction with the section on subject headings, many of which were names of people. The average rate of collection of the titles on the checklist was 50 percent and four of the libraries were average. Saskatoon and York each had 54 percent of the titles, Halifax had 51 percent, Mississauga was slightly below with 46 percent and Regina had 43 percent. Of the twenty-two Canadian titles on the list the average representation drops to 47 percent. It would, however, be better to discuss the median of 50 percent representation because Regina collected a low 36 percent of the Canadian titles as against 45 percent collected at Mississauga and Halifax and 55 percent collected at Saskatoon and York. It seems in looking at the titles missed by the libraries that there is a need for assiduous attention to Canadian biography and also perhaps to biographies that may be presently assigned to young adult or adult collections. Children who do choose a biography for recreational reading are very likely to be reading at a level above their age/grade indications.

Recent Titles

Thirty titles were chosen to represent recent material. Most of the titles were fiction. Some titles, like Judy Blume's *Forever* were for older children while other titles like *Cakes and Custard* were for younger ones. Some titles were award winners, for example, Susan Cooper's *The Grey King*. Several were Canadian, Christie Harris' *Sky Man on the Totem Pole*. A few of the titles were Canadian biographies and some titles were for hobbies, crafts and sports. All of the books were reviewed in sources such as C.L.A.'s *Canadian Materials*, *In Review*, or were widely advertised and reviewed titles.

For these titles, the order file in addition to the catalogue was searched so that representation of these titles might be as accurate as possible. On average 59 percent of the titles were either held or on order. There was some disparity: Regina and Halifax held only 43 percent. Saskatoon held 67 percent, Mississauga 63 percent, while York held 77 percent.

Titles overlooked tended to be non-fiction sports titles and Canadian titles. Certain fiction books were also not represented. In some cases these fiction titles had been purchased for the young adult departments. Judy Blume's novel *Forever*, not held by four libraries falls in this category. *Forever* is written for the middle teens, an audience level above the children's collection and yet young teens and preteens do read Judy Blume's books avidly. They are not difficult to read and there are other indications in the study from the use of media that show children being presented with themes or situations usually considered too mature for them. The maturity of theme on television carries over into their expectation of theme in books.

Other titles such as *Shantymen of Cache Lake* about young teenagers in 19th century Ottawa Valley lumbering days or *Strange Companion* about a young boy's survival journey from a plane crash should be as frequently found as Susan Cooper's *The Grey King*, a book based on the Arthurian cycle, which won the Newbery Award in 1975. The Canadian titles were overlooked on average by three libraries for each choice — a fairly high rate of non-representation. *Why Mosquitoes Buzz in People's Ears*, an African folk tale and winner of a Caldecott Medal as well as being nominated by *School Library Journal* and *New York Times* as one of the Best Books of 1975 was not overlooked by any library. *The Hundred Penny Box*, a collection of Grandmother's tales, was also found in every library while Symchuck and Vesey's *The Flying Ship and Other Ukrainian Folk Tales* was missed by three libraries. This book is a Canadian publication and won an award, Best Juvenile Book, from Canadian publishers in 1975. Libraries all have the older more widely advertised award winner telling the same tale, *The Fool of the World and the Flying Ship* by Ransome and Shulevitz. The collection of Canadian material, for recent works, as compared to the collection of other material would appear to prove the assumption that, for one reason and another, Canadian material is difficult to acquire.

Subject Headings

A checklist of 210 subject headings, Appendix C, was gathered from *Sears List of Subject Headings*, *Canadian Subject Headings* and *Subject Guide to Children's Books in Print*. The list included names of notable people in various fields. In all cases, with the exception of some Canadian figures like Samuel Hearne, Ernest Thompson Seton, Ernest Rutherford and so on, there were at least five titles (biographies/stories) about the person listed in *Subject Guide to Children's Books in Print*[1], 1975. It was therefore decided that rather than choose a specific title for the inventory checklist, it was preferable to use the name as a subject heading. No name was allowed if the entry was for a title rather than a subject. Thus, Ernest Thompson Seton did not count if he was represented as an author instead of as a subject in the catalogue.

Subject headings did not have to correspond exactly to the form used on the list. Sometimes only part of an entry might be present, such as karts in karts and karting. Ob-

[1]Published by R. R. Bowker

viously the sense of the entry was retained and this library's catalogue would help either the librarian or child in finding material. A 'see reference' was also useful, as in chivalry, see knights and knighthood. The subject headings were assessed from the users' viewpoint, hence a heading fairy tales, or mythology which did not include stories under the heading was not counted.

The subject headings were chosen to cover the areas that were also covered by the title checklists. The libraries showed an anticipated good percentage of these subject headings. Saskatoon and Halifax both appear to have excellent subject access with 90 percent and 86 percent respectively. Mississauga also had 86 percent of the headings and York had 85 percent. Regina had only 74 percent of the headings represented.

Of the twenty-one subject headings related to sports, either by naming an athlete like O. J. Simpson or a particular sport, baseball, the percentages drop to a lower 70 percent representation. The libraries above average were Saskatoon, Mississauga and Halifax with York and Regina below average with 67 percent of the subject headings in sports represented.

Of twenty-four subject headings related to hobbies, all libraries but Regina had over 90 percent of the headings. Regina had 79 percent of these headings.

All libraries collected very high percentages of the subject headings relating to animals. Colourful figures or famous world explorers were well represented.

No particular pattern emerged in surveying the overlooked subject headings with the exception of missing sports figures or possibly the indication that biographies overlooked are those of persons, the study of whom might be thought too adult for the children's library. Robert Frost, Henry Thoreau, Dwight D. Eisenhower, Krushchev or Stalin are examples. It does appear that there is some room for improvement in Regina when that catalogue is compared with the other libraries since a good reference service for the children relies on the catalogue, particularly in the non-fiction area.

Table 81 summarizes the average representation for the participating libraries. These averages can be used by a library staff to suggest areas of improvement since the libraries concerned are similar in many respects. The budgets for 1974-75 were all about $15,000 with Halifax reporting the highest budget at $19,000. The overall collection size is largest in Saskatoon, smallest in Mississauga, York's collection is slightly larger than Mississauga. Regina and Halifax are of equal size but larger again than York.

All libraries are apparently much better at collecting fiction than other categories even with the acknowledgement that it is easier to know what fiction to buy, and hence easier also to construct a checklist of expected titles. In all categories in Table 81 except fiction Regina is below average. It appears on the basis of present general collection building policies, that Regina should improve in the area of selection, particularly non-fiction. Since collection building is an area of professional competence, it is recommended that more of a professional librarian's time be devoted to selection. This may mean a restructuring in hiring future personnel so that more professional knowledge can be released into selection and collection building. It may mean a committee of present staff reallocated so as to pay more attention to building the children's collection. Librarians from adult services as well as children's librarians may be able to suggest additional materials, both non-fiction and fiction, to fill a transitional gap between child and young adult. There are indications that the informational needs and the recreational demands of older children reading at an (young) adult level are overlooked in children's collections. It may help to clarify

Table 81

PERCENTAGE REPRESENTED WITHIN CHECKLIST SECTIONS

	Average %	Regina	Saskatoon	Mississauga	York	Halifax
All Fiction Titles	84	79	89	81	83	87
Award Winning Titles	92	92	98	85	88	98
Canadian Titles	87	85	91	85	88	88
Fairy and Folk Tales Myths Legends	87	90	95	78	88	85
Animals	63	49	84	70	60	49
Crafts and Hobbies	57	53	85	60	53	35
Sports	49	44	66	50	53	31
Explorers and Adventurers	66	63	78	70	60	60
Earth Subjects	62	53	79	68	59	52
Biography	50	43	54	46	54	51
Canadian Biographies	47	36	55	45	55	45
Recent Titles	59	43	67	63	77	43
Subject Headings	84	74	90	86	85	86

practices of collection building if a selection policy were written. Such a policy should include reference to regularly assessing specific fiction/non-fiction areas in the collection.

In addition to implementing more directed selection procedures, the catalogue in the main branch in Regina should be expanded to include more subject work. Regina is below other libraries in this area. The result of more professional time spent on collection building would result in closer monitoring of the catalogue. This should provide the liaison and co-operation with technical services so as to improve the subject work essential to reference service. The effect of subject headings is displayed in Table 82 which shows the relative overall percentage achieved by the five libraries on the checklist.

From Table 82 it may be seen that, for the titles on the collection checklist, libraries are collecting 70 percent. Saskatoon is well above average. York and Mississauga are average, while Regina and Halifax fall somewhat below the average. These figures reveal the similar patterns in developing collections overall.

When subject work to expand the usefulness of a collection and to allow for alternate titles is counted, the alignment of the libraries shifts. All scores are improved by the addition of the good percentages on subject work. Halifax is much improved, however Regina remains below average. It appears that Regina shares the same approach to collection

Table 82

OVERALL PERCENTAGE OF COLLECTION CHECKLIST AT LIBRARIES

	Average	Regina	Saskatoon	Mississauga	York	Halifax
Percent of 550 titles held	70	64	82	70	70	64
Percent of total collection checklist titles and subject headings, 760 items	74	67	84	74	74	70

building as do other libraries, but could improve collections in non-fiction areas and could expand the catalogue in subject headings in order to provide a firm basis for reference work.

Summary

The collection was assessed from several standpoints. One was the children's interests, whether spontaneously offered, (What kinds of books do you read most often?) or directly queried, (Are you interested in . . .?). Another assessment was from circulation data and from estimation of the actual size and balance of the collection in the main branch. A final measurement was taken by means of an inventory checklist of 760 items. In analysis, the various assessments were considered together in order to make some recommendations with regard to the collection and the activity of the librarians.

The children's preferential reading taste is for fiction, and this preference is reflected in their use of the public library. Although the permanent circulating collection appears slightly balanced in favour of non-fiction materials, the preponderance of circulation is in fiction. Three fiction books are borrowed to every non-fiction book. This borrowing reflects a normal response, in that several stories might be wanted while a single non-fiction book often meets a need. The expression of interest and the activity in borrowing does indicate the necessity of continually building the fiction collection. Since children appear to be readily interested in the mediocre and medium quality books and television spinoffs, the activity of librarians in promoting fiction need not be emphasized. Programs about fiction should build on the manifest interest in order to introduce quality fiction, rather than to urge the reading of fiction *per se*.

Interest in other areas of the collection lags well behind the interest in fiction. Circulation however does indicate the need that children have for non-fiction. These findings show that children do not recognize the extent of their actual use of non-fiction materials relative to their interests. A fairly substantial component of non-fiction material is necessary to meet children's needs.

The pure sciences is the non-fiction area in which children display the greatest spontaneous response and borrow the greatest number of books. The size of the circulating collection in this area, 13 percent of the non-fiction collection, appears adequate. There is not as much published in the pure sciences for children as there is in other areas, such as fiction, applied sciences, or history. It follows then that the collection building in pure sciences needs to be actively monitored. Programs directed toward promoting the library's potential in this area should be exploited particularly as both boys and non-users are interested in the sciences.

The fine and recreational arts follow the sciences as a choice of children. The size and the circulation of material in the area is small. Sports is the area of largest interest, size and circulation.

The applied sciences as a section is equal in size to the fine and recreational arts. While children do not spontaneously express much interest in this area, the collection does circulate equally with the pure sciences.

The large collection in history, travel, geography and biography is not used to potential. Girls will not overlook the biographies, and boys will tend to read the occasional book about exploration, but, on average, children are not actively interested in this area. An interest in biography and in history is acquired as children grow older, however it is probably necessary to introduce children to the "stories" and information that is contained in the history section.

The library's collection should continue to emphasize fiction of all kinds in order to satisfy present demands and to encourage continued use. However, it is probably useful to promote the creative literature and the non-fictional aspects of the collection. It would seem particularly necessary to impress upon boys that the public library can be used to meet information needs. If patronage is to continue as a habit for life it is important to establish the reference function in addition to providing recreational reading.

The inventory checklist to assess the collection consisted of 760 items. A section of 550 items included a broad range of fiction and non-fiction books divided into categories paralleling the specific interest areas (animals, crafts and hobbies, sports, earth subjects, exploration, biography, myths, legends and fairy tales) about which the children were queried. The inventory also included 210 subject headings, biographical as well as topical. In addition to Regina, the libraries of Saskatoon, Halifax, Mississauga (Ontario) and the Borough of York (Toronto) participated in the collection inventory.

The libraries, which shared characteristics of similar collection size and budget, also exhibited similar characteristics of collection building. The categories in which the libraries most closely matched the checklist were the holding of award winning titles, better than 90 percent on average, and the holding of Canadian fiction, myths, legends, fairy and folktale. These latter categories were in excess of 80 percent holdings. Subject headings were also exhibited in excess of 80 percent on average.

Fiction is the single category in which, in spite of the many choices available for purchase, librarians achieved the highest matching with the checklist. The rate of acquisition is increased if the works are judged to be of literary merit. The rate is decreased if the works are judged to be of poor or mediocre worth.

In the five libraries sampled, the average collection of specific titles in non-fiction areas of animals, earth subjects, exploration or travel was better than 60 percent, with the exploration aspect of history being well represented. The collection of specific titles in sports, biography, and particularly Canadian biography, fell below an average of 50 percent. However there is no indication in Regina that the biography section is small; it is approximately a third of the section on history.

Saskatoon Public Library has the collection that best meets the requirements of this checklist. Regina has both strengths and weaknesses. A strength appears to be in the area of myths, legends and the folklore prepared for children. The collection achieves a high standard here. The

area of mythology contains material that may be used by adults in work with children. The weakness in the collection appears to be in the non-fiction areas.

Overall, in the terms of the inventory titles, Regina is an average library which compares favourably with Mississauga and Halifax. Comparatively, Regina does not maintain a solid position when the subject heading inventory is included. There is firm indication that subject work in the catalogue should be improved. Missed subject headings may indicate lack of material, or may be an indication that subject work should be extended to allow more use of the present collection.

With the various approaches used to investigate the collection, it was possible to make a number of general recommendations regarding the correction of bias in the collection, and regarding some possible trends for development of the collection in the near future. Suggestions were made for the use of the collection in programs and in reference-centred work. Suggestions were also made for the delineation of goals and objectives and development of a selection policy. Personal satisfaction with a collection both in its recreational and informational aspect is a criterion by which young children judge the library. A child's opinion, formed at an early encounter with the library, is likely to influence a later adult view of the total services of the public library.

APPENDIX A

METHODOLOGY AND INSTRUMENTS

Design of Study

The objective of this study was to discover the extent to which the present public library collections and services are meeting the actual and potential needs of Regina's children. To do this, the study determined to examine the differences between children who use the public library and those who do not; the views children have of the library; the collection and services provided by the library; and the way in which the library staff spends its professional time.

A search of the literature revealed that there is little information available about the factors which lead one child to use the public library while another does not. Some commonly accepted variables which influence library use have been age, sex, ethnic and language background and socioeconomic class. A recent doctoral dissertation had discovered factors influential in predicting adult use of the public library[1] and some of the factors seemed likely to be relevant to children's use also.

[1]D. Zweizig, "Predicting Amount of Library Use: An Empirical Study of the Role of the Public Library in the Life of the Adult Public" (Ph.D. dissertation, Syracuse University, 1973).

Table 83

QUESTION NUMBERS OF VARIABLES IN INTERVIEW SCHEDULE

Variables	Question Numbers	
	Library Schedule	School Schedule
Age	5	4
Sex	4	3
Grade in School	3	2
Type of School attended	2	1
Father's job	6	—
Mother's job	7	—
Size of family	8	5
Language spoken at home	9	6
Immigration of parents	10	—
Country of birth of parents	11	—
Book reading	12,13,18,44	7,8,13,31,32,34,45
Television use	14,15,16,17	9,10,11,12
Use of newspapers	19,20,21	14,15,16
Use of magazines	22,23	17,18
Educational goals	24	19
Occupational goal	25	20
Club membership	26	21
Information seeking	27,28	22,23,24
Use of public library	29-43,54	33
Knowledge of public library	—	25-30,44
Non-fiction interests	45-53	35-43
Use of School Library	55,56	46,47

Two interview schedules were devised, one to be used with the children interviewed in libraries and the other with children in the schools. A list of the variables included in these schedules is given in Table 83. In addition to the variables which might predict library use, questions about attitude toward the library, satisfaction with it, and knowledge about library services were included. Some of the socioeconomic variables were later removed from the school interview schedule at the request of the Boards of Education.

One of the most difficult variables to measure, but one which seemed important, was the feeling of competence or self-worth of the children. To obtain a measure of this, the Piers-Harris Self Concept Scale was incorporated into the design. This test was designed by Ellen V. Piers and Dale B. Harris and has been used with a wide range of school-age children.[1]

[1]For further information about this test, see the *Manual for the Piers-Harris Children's Self Concept Scale*, prepared by Ellen V. Piers (Nashville, Tennessee: Counselor Recordings and Tests, 1969).

Interviews with Children

A sample of 540 children were surveyed in Regina. Of these, 280 were interviewed at the public library during the period of May 26 through June 8, 1976. Interviews were conducted at the main library, at all of the branches and at the booktrailers during this two-week period. An attempt was made to interview every child using the library whose level in school was from grade one through grade six. There were a few children who refused to be interviewed, usually because they did not have time, but most of the children were happy to participate in the study.

Varying numbers of interviews were conducted at the different libraries in approximately the same ratio as the circulation from each outlet. Table 84 compares the proportion of interviews taken at each service point with the 1974

Table 84

PERCENTAGE OF INTERVIEWS COLLECTED AT LOCATIONS COMPARED WITH CIRCULATION IN 1974

Location	% of total circ.	% of interviews
Main Library	32.0	49.3
Albert Branch	3.8	3.2
Connaught	3.3	3.2
Prince of Wales	4.0	3.6
Regent Park	17.4	19.6
Book Trailers	39.5	21.1
TOTALS	100 (N=416,253)	100 (N=280)

circulation from each. The booktrailers are somewhat under-represented in the number of interviews because the physical conditions for interviewing were more difficult in the trailers. The research team felt that better information could be obtained by conducting more of the interviews at the main library while not neglecting the booktrailers.

A total of 260 interviews were conducted in schools with children who reported that they rarely or never used the public library. Nine schools were selected for the interviews — six public schools and three separate schools to reflect the proportions of children in each type of school. The schools were chosen so that three of them were in high socioeconomic neighbourhoods, three in areas of middle socioeconomic level; and three in low socioeconomic areas. The areas were chosen on the basis of census data reporting the median income and educational level of the census tracts in which the schools are located.

Within each school, five children were selected from each grade from one to six. Seventh graders were omitted because many of them had participated in an earlier, unrelated study and school officials did not want any more of their time given up to interviews.

Interviewing Procedures

The interviews with children in the schools were collected by a team of five interviewers. Children were brought from their classroom to the school resource centre in groups of five. Each child was individually asked all of the questions on the school questionnaire, a procedure which took approximately twenty minutes. The child was then given a certificate of thanks for participating in the study (see insert) and an index card numbered to match the questionnaire used, and was sent back to the classroom.

After all of the children had been interviewed individually, the thirty children were brought together again and the Piers-Harris Self Concept Scale was administered. Most of the children were able to circle the answers on the test themselves while one of the interviewers read each statement aloud. Children who needed individual help with the questionnaires were taken care of by other members of the survey team. The number on the index card was transferred to the Piers-Harris test so that it could be matched with the proper interview schedule.

The interviewers in the libraries administered the library questionnaires individually to each child. Although the schedules were precoded, the children were not shown answers to the questions, nor were answers suggested to them. After the survey questionnaire had been completed, older children were given the Piers-Harris test to do by themselves, while younger children were read the statements on the Piers-Harris. Almost all of the children were able to circle the responses on the Piers-Harris test without help, and interviewers tried to avoid looking at the test sheet so that children would feel free to circle whatever response they wished without embarrassment. The size of most of the library branches made it possible to take each child to a separate table for the interview. It was only on the booktrailers where space was limited and a few of the children might have felt that the interview was not private enough to enable them to express their feelings completely. This did not seem to be a serious problem. As with the school sample, each child was given a certificate at the end of the interview. All of the questionnaires were anonymous. At no time was any child's full name asked.

Information about the Collection

A checklist of children's books in various categories was drawn up. The categories included selected quality fiction; series books and other low-quality fiction; Canadian materials; non-fiction books in the interest areas about which children were asked; and recent titles. The list covered titles suitable for different age groups from preschool through ninth grade. The holdings of the main branch of the Regina library were checked on this list, and for purposes of comparison the collections of four other libraries in cities of similar size were also checked. The cities are Halifax, Nova Scotia; Saskatoon, Saskatchewan; Mississauga, Ontario; and York Borough, Ontario.

The size of the collection in the main library in Regina was measured by measuring the space taken up in the shelf list in various subject areas. Since fifty catalogue cards measure ten millimeters when compressed firmly, this measurement gives a reasonably accurate estimate of the number of books in each Dewey category.

A record of the circulation of children's material in each branch was kept for four one-week periods: November 24-29, 1975; December 1-6, 1975; February 16-21, 1976; and May 3-8, 1976. A detailed record of circulation by Dewey Classification was taken for seven Saturdays in selected months throughout the year from September 1975, to July 1976.

Other Information Collected

For a week during the period of the survey, the staff of each branch, the booktrailers and the central library kept a checklist of the age and sex of the children borrowing materials from the library. When adults borrowed children's materials, they were asked the age and sex of the child for whom the materials were borrowed, or whether the materials were for adult use.

Members of the staff who worked with children were asked to keep an informal record of the way in which they spent their working time. Some of the staff members used a cassette recorder to make a record of their activities; others filled out simple time sheets.

Table 85

AGE DISTRIBUTION OF CHILDREN BORROWING BOOKS FROM REGINA PUBLIC LIBRARY DURING SURVEY PERIOD

Age	Percentage in each age category	
2 and under	2.0	
3	4.8	
4	5.4	25.9%
5	7.5	
6	6.2	
7	10.3	
8	11.6	
9	10.9	54.6%
10	11.4	
11	10.4	
12	8.7	19.3%
13 or over	10.6	
All ages	100 (N = 2,716)	

DESCRIPTION OF THE SAMPLE

Age of Sample

The sample of children interviewed was not intended to represent all of the potential users of children's library services. Preschool children were omitted because they could not be expected to answer questions about their information needs and preferences. Children above grade six were omitted in part because children in grade seven were not available for interviews in the schools and in part because many children at this age turn to the adult section of the library for materials. Statistics on library borrowers were collected so that the sample could be compared with library users.

The age distribution of library borrowers is shown in Table 85. This table reveals that 55 percent of the borrowers fall into the seven to eleven age category which is comparable to the survey sample. (Since the survey was conducted in late spring, most six year olds were in kindergarten rather than in grade one).

A comparison of the percentages of our user sample and of the borrowers in the seven to eleven age group is given in Table 86. This table shows that except for the seven year old group, the distribution is comparable.

Since the school sample of children was drawn systematically from grades one through six, the ages are more evenly distributed in this group. The school sample contains more younger children than the library sample. The average age of the school sample is 9.1 years; the average grade level is 3.5. The average age of the library sample is 9.6 and the average grade level is four. In other words, the library sample averaged half a year older and half a year more advanced in school than the school sample.

Table 86

AGE DISTRIBUTION OF BORROWERS, AND OF SAMPLE GROUPS FOR AGES SEVEN TO ELEVEN

Age	Borrowers	Library Sample
7	19%	9%
8	21	17
9	20	24
10	21	26
11	19	24
Ages		
7-11	100 (N = 1,481)	100 (N = 227)

Sex Distribution of the Sample

Since the school sample was selected systematically on the basis of sex, 50 percent of the sample is male and 50 percent female. The library sample, however, is 39 percent male and 61 percent female. Why should there be such a low proportion of boys when the survey team attempted to interview all of the children using the library? The sex difference cannot be accounted for on the basis of the population, since census figures indicate that the ratio of boys to girls in Regina is 1.04 to 1. If anything, there should be a higher number of boys than girls in a random sample. It is possible that an unconscious bias on the part of the interviewers might result in more girls being approached in the library, or possibly boys might be more reluctant to be interviewed than girls, especially since three of the four interviewers were women. When we look at the figures for borrowers, however, it becomes apparent that fewer boys than girls borrowed books from the library. Table 87 gives the percentages for the borrowers and the users. The larger number of girls interviewed in the library, then, can be seen as a reflection of the greater number of girls who use the library and not as the result of any bias in the sample selection.

Table 87

DISTRIBUTION OF BOYS AND GIRLS IN BORROWERS GROUP AND USERS SAMPLE

	Borrowers	Users
Males	42.4%	38.6%
Females	57.6	61.4
	100 (N = 2,716)	100 (N = 280)

APPENDIX B

SUMMARY OF STATISTICAL ANALYSIS

Questionnaires were precoded for conversion to machine readable format, and the statistical analysis was done on the SPSS system (Statistical Package for the Social Sciences) at the University of Toronto's Faculty of Library Science. In this study there were 137 variables, a set that has the potential for more than 6,500 two-dimensional cross tabulations. To report in detail on the variables that were paired and on the frequencies that were run would be tedious. It is not possible or desirable to present all the statistical data obtained for this study. The material is stored on tape, and details of the data and analysis are available by application to the research team at the Centre for Research in Librarianship, University of Toronto.

In presenting the bulk of the findings in a report intended for rapid assimilation, it seemed most appropriate to rely on verbal interpretation or the overview of frequencies. This appendix summarizes in Tables 88 to 96, inclusive, the statistically significant findings for some of the most important variables used in this study. When two variables such as age/grade showed a relation, the better level of significance was reported. In Tables 88 to 95, only levels of significance where $P \leq 0.05$ are reported.

Tables 88 to 95 make reference to interview-questionnaires labelled library and school. One interview schedule was given to children in the library; the other interview schedule was that instrument given to children in the schools. As much as possible, the children interviewed in schools were determined before selection for the study as being non-users of the public library. The questionnaires appear in Appendix A Methodology and Instruments.

In the following Table 89 the term "fiction reader" is used. Fiction reader was defined on the basis of the answer to the question "What kinds of books do you like to read most often?" If the first response was fiction, inclusive of fairy tales etc., but exclusive of certain categories of comics, that person was coded as a fiction reader. Children whose first response was in the area of non-fiction were coded as non-fiction readers. This classification included 444 respondents. When comic book readers were added to the sub-set for certain analyses, the number of respondents was 525. Non-respondents were eliminated. In all, 525 children were able to respond with one or more choices of books, fewer children responded in questions on adding books or magazines to the library. In the sub-sets, usually of 525, the number of respondents in the cross-tabulations varied depending on the number of responses of persons or choices obtained for the questions involved.

Table 88

GENERAL FINDINGS ABOUT SAMPLE (N=540)

Questionnaire L = library S = school	Question nos.	Verbal Expression of Finding	Level of Significance
L S	4 3	larger proportion of girls than boys indicated that they were library users	0.01
L S	4&55 3&46	larger proportion of girls than boys indicated a high frequency of school library use	0.03
L S	5 4	larger proportion of older children than younger children indicated that they were library users	0.0001
L S	2 7	larger proportion of users than non-users indicated a high frequency of book reading (not counting books for school)	0.0001
L S	27 22	larger proportion of non-users than users indicated that they had wanted to find out something but just couldn't find the information	0.03
L S	21 16	larger proportion of users than non-users indicated that they read the news stories in the newspaper	0.0001
L S	21 16	larger proportion of users than non-users indicated that they read the ads in the newspaper	0.03
L L	3 54	larger proportion of users in higher grades than users in lower grades indicated a high frequency of public library borrowing for school projects	0.0001
S S	2 45	larger proportion of non-users in higher grades than non-users in lower grades indicated a high frequency of book use for school projects	0.0001
S S	3 45	larger proportion of female non-users than male non-users indicated a high frequency of book use for school projects	0.02
S S	3 7	larger proportion of female non-users than male non-users indicated a high frequency of book reading (not counting books for school)	0.03
S S	3 31	larger proportion of female non-users than male non-users indicated that they sometimes wished that they "had a good book to read"	0.02

Table 89

FINDINGS ON SPONTANEOUS RESPONSES ABOUT READING INTERESTS

Questionnaire L = library S = school	Question nos.	Verbal Expression of Finding	Level of Significance
L S	4&44 3&34	larger proportion of females than males indicated that they were fiction readers	0.0002
L S	44 34	larger proportion of library users than non-users indicated than one or more of the kinds of books that they read most often were fiction	0.05
L S	40 44	larger proportion of those users who are fiction readers than those users who are not fiction readers indicated that they would add more fiction books to the library	0.0010
		conversely	
L S	40 44	larger proportion of those users who are not fiction readers than users who are fiction readers indicated that they would add more non-fiction books to the library	0.0009
L S	5&44 4&34	larger proportion of older children than younger children indicated more choices within the kinds of books that they read most often; strong significance between groups also, older girls/older boys and/or younger girls/younger boys	< 0.0001
L S	12&44 7&34	children who indicated a high frequency of reading (not counting books for school) indicated more choices in the kinds of books they read most often, than did those children who indicated a low frequency of reading	0.03
L S	44 34	library non-users indicated more choices of books within the kinds of books that they like to read most often than did the library users	0.009
L S	4&44 3&34	larger proportion of females than males indicated that they read myths, fairy tales or fantasies	0.03
L S	3&44 2&34	larger proportion of children in the lower grades than children in the upper grades indicated that they read myths, fairy tales or fantasies	0.0001
L S	44 34	larger proportion of non-users than library users indicated that one or more of the books that they read most often was in the area of the pure sciences (500's)	< 0.0001
L S	4&44 3&34	larger proportion of males than females indicated that one or more of their favourite books to read fell in the area of general theoretical science, mathematics, astronomy, physics	0.02
L S	4&44 3&34	larger proportion of males than females indicated that one or more of their favourite books to read fell in the area of applied technology (excluding animal husbandry), (not a single girl of the 292 children who responded to the question on favourite books named a book in applied sciences)	< 0.0001
L S	44 34	larger proportion of library non-users than library users indicated one or more choices of favourite reading about animals, whether fiction or husbandry	0.008
L S	5&44 4&34	larger proportion of older children than younger children made choices of favourite reading from the fine and recreational arts, including sports, hobbies, crafts	< 0.0001
L S	4&44 3&34	larger proportion of males than females made choices of favourite reading from the fine and recreational arts, including sports, hobbies, and crafts	0.0001
L S	4&44 3&34	larger proportion of females than males made choices of favourite reading in the domestic arts and the fine arts of decoration, etc.	0.02
L S	5&44 4&34	larger proportion of older children than younger children indicated a choice of sports books	< 0.0001
L S	4&44 3&34	a larger proportion of males than females made choices of favourite reading in sports books	< 0.0001
L S	4&44 3&34	larger proportion of girls than boys indicated a biographical book as a favourite choice	0.02
L S	44 34	larger proportion of library users than non-users indicated that the books they read most often were series books	0.007
L S	4&44 3&34	larger proportion of females than males indicated that one or more of the kinds of books they read most often is a fiction book (this sub-set took account of more answers than did an earlier definition of fiction reading, which showed the same relationship based on first answers only at a 0.0002)	< 0.0001

L S	5&44 5&34	larger proportion of older children than younger children read mystery and detective stories	0.0001
L S	4&44 3&34	larger proportion of females than males read mysteries	0.05
L S	4&44 3&34	larger proportion of males than females read science fiction	0.01
L S	4&44 3&34	larger proportion of males than females read westerns and adventure tales	0.0004
L S	5&23 4&18	larger proportion of older children than younger children indicated that one or more of their choices of magazines was a general adult magazine	0.0009
L S	3&23 2&18	larger proportion of children in upper grades than children in lower grades indicated that one or more of their choices of magazines was a teenage magazine, like *Miss Chatelaine*	0.002
L S	3&23 2&18	larger proportion of children in lower grades than children in upper grades chose comics and humour-comic paperbacks as favourite magazines to read	0.01
L S	4&23 3&18	larger proportion of males than females indicated that one or more of their favourite magazines was on some aspect of applied technology (not one of the 185 girls who had a response in this data sub-set chose a magazine in the applied sciences)	< 0.0001
L S	4&23 3&18	larger proportion of females than males indicated that one or more of their favourite magazines to read was pop or movie star material (2 of the 165 boys who had a response in this data sub-set chose a "fan" magazine)	< 0.0001
L S	4&23 3&18	larger proportion of males than females liked to read sports magazines	< 0.0001
L S	3&23 2&18	children in upper grades could name more favourites among magazines than could children in lower grades	< 0.0001
L S	4&23 2&18	larger proportion of males than females indicated more choices of favourite magazines particularly	0.04
L S	4,5&23 3,4&18	a larger proportion of males in the middle years of 8 to 11 incl. than girls in the middle years indicated more choices of favourite magazines	0.005
L S	12&23 2&18	children who indicated a higher frequency of book reading also indicated more magazines than did children who said they read less	0.0006

The following Tables 90 to 95, inclusive, summarize the significant data derived from directed attention to specific interest areas (myths, legends, folk and fairy tale; animals; crafts and hobbies; sports; explorers and adventurers; biography; earth subjects). Children were allowed to choose as many as three of the suggested subject areas as personal interests (user question No. 45; non-user question No. 35).

Table 90

SUMMARY OF CHILDREN'S INTERESTS IN MYTHS, LEGENDS, FOLK AND FAIRY TALES

Verbal Expression of Finding	Level of Significance
The proportion of children who indicated one of their three interests to be in myths . . . was larger for:	
— children who perceived other children as being interested in myths . . .	0.04
— females	<0.0001
— younger children	0.03
— children who indicated a high frequency of reading	0.03
— children who belonged to fewer teams or clubs than did other children	0.004
— children who indicated a higher job goal	0.004
— children who read the newspaper less often than other children	0.002
Only those children who chose to indicate an interest in myths . . . were asked additional questions (L question No. 53, S question No. 43) about their degree of interest, their use of these books and their perception of the library. The following data were obtained:	
— the greatest degree of interest was expressed by children in the lowest grades (1, 2)	0.007
— children who indicated the greatest degree of interest also indicated that they made the greatest use of these books, using them often	0.001
— larger proportion of non-users than users indicated that they had often used books in myths . . .	0.008
— children who indicated the greatest degree of interest in myths . . . perceived the collection of public library to be of better quality	0.0003
— children who indicated the greatest degree of use of books in myth . . . perceived the collection as larger and as better	0.03 0.0004
— children who perceived the collection as larger also thought the books were better	<0.0001

Table 91

SUMMARY OF CHILDREN'S INTERESTS IN ANIMALS

Verbal Expression of Finding	Level of Significance
The proportion of children who indicated one of their three interests to be animals was greater for:	
— females	0.0001
— children who had previously indicated a spontaneous choice of kind of book preferred it to be a book about animals, either story or husbandry	0.0001
Only those children who chose to indicate an interest in animals were asked additional questions (L No. 53; S No. 43) about their degree of interest, their use of these books, and their perception of the library. The following data were obtained:	
— older children indicated that they used more books about animals	0.03
— non-users indicated that they thought the books in the public library would be of better quality than did the users	0.02
— non-users indicated that they used more books in this area than did the users	0.05
— children who indicated the greatest degree of interest also indicated the greatest level of use	<0.0001
— children who indicated the greatest degree of interest also indicated the collection was of better quality	0.002
— children who indicated the greatest degree of use perceived the collection as better	0.0002
— children who perceived the collection as larger also perceived the collection as better	0.0002

Table 92

SUMMARY OF CHILDREN'S INTERESTS IN CRAFTS AND HOBBIES

Verbal Expression of Finding	Level of Significance
The proportion of children who indicated one of their three interests to be in crafts and hobbies was greater for:	
— children who indicated that one or more of the books that they liked to read most often is from the domestic arts, the decorative arts and the fine and recreational arts generally	0.0007
— females	0.002
— children in the middle grades of 3, 4, 5	0.003
— children who indicated the lowest frequency of television watching	0.05
Only those children who chose to indicate an interest in crafts and hobbies were asked additional questions (L No. 53; S No. 43) about their degree of interest, their use of these books, and their perception of the library. The following data were obtained:	
— non-users perceived the collection on hobbies and crafts to be better than did the users	0.03
— children who expressed the greatest degree of interest indicated the greatest degree of use	<0.0001
— children who expressed the greatest degree of interest thought the books were best	0.002
— children who indicated the greatest degree of book use also thought the collection was best	0.03
— children who perceived the collection as being larger, also perceived it as being better	0.0002

Table 93

SUMMARY OF CHILDREN'S INTERESTS IN SPORTS

Verbal Expression of Finding	Level of Significance
The proportion of children who indicated one of their three interests to be in sports was greater for:	
— children who perceive that other children are interested in sports	0.0001
— children who indicated a sports book as a choice of favourite reading	<0.0001
— children who indicate that they like to read sports magazines	0.0004
— males	<0.0001
— non-users	0.1
— children who belong to more teams, clubs than do other children who are not interested in sports	0.0001
Only those children who indicated an interest in sports were asked additional questions (L No. 53; S No. 43) about their degree of interest, their use of these books, and their perception of the library. The following data were obtained:	
— (among interested males and females) boys expressed the greatest degree of interest	0.004
— older children expressed the greatest degree of interest	0.03
— males indicated the greatest degree of use	0.03
— children in higher grades expressed the greatest degree of use	0.0003
— children who expressed the greatest degree of interest read the sports in the newspaper	0.0002
and	
— also the newspaper readers indicated the greatest degree of book use	<0.0001
— children in the higher grades indicated that they made more use of biographical materials	0.01

Table 94

SUMMARY OF CHILDREN'S INTERESTS IN EXPLORERS AND ADVENTURERS

Verbal Expression of Finding	Level of Significance
The proportion of children who indicated one of their three interests to be in explorers and adventurers was greater for:	
— children who perceive other children to be interested in explorers, etc.	0.002
— older children	0.007
— males	0.0005
— children who indicated a high frequency of reading	0.002
Only those children who were interested in explorers and adventurers were asked additional questions (L No. 53; S No. 43) about their degree of interest, their use of these books, and their perception of the library. The following data were obtained:	
— among these children, who, on average tended to be older, it was the children who were young and interested who expressed the greatest degree of interest	0.03
— library users indicated the greatest degree of book use	0.03
— children who expressed the greatest degree of interest indicated the greatest degree of book use	0.01
— those children who indicated the greatest degree of interest perceived the collection as best	0.007
— children who indicated the greatest degree of book use perceived the collection as largest and as best	0.0004 0.0005
— children who perceived the collection as larger also perceived it as better	0.0003

Table 95

SUMMARY OF CHILDREN'S INTERESTS IN EARTH SUBJECTS

Verbal Expression of Finding	Level of Significance
The proportion of children who indicated one of their three choices to be in the area of earth subjects was greater for:	
— children who indicated a book in the earth sciences (geology, paleontology, anthropology and biological sciences) as a choice of favourite reading	0.04
— children in lower grades	<0.02
— males	<0.0001
Only those children who were interested in earth sciences were asked additional questions (L No. 43; S No. 43) about their degree of interest, their use of these books, and their perception of the library. The following data were obtained:	
— children who expressed the greatest degree of interest also indicated the greatest degree of use	0.005
— children who expressed the greatest degree of interest perceived the collection as being largest	0.03
— children who expressed the greatest degree of interest perceived the collection as being best	0.01
— children who expressed the greatest degree of book use perceived the collection as largest and as best	0.004 0.04
— children who perceived the collection as larger also perceived it as better	0.008

Table 96

COMPARISON OF SCORES ON THE PIERS-HARRIS SELF CONCEPT SCALE

	Library Sample (N=275)	School Sample (N=254)	Level of Significance
Mean score on scale	61.5	59.4	F ratio 4.52 (5 percent level)

APPENDIX C

CHECKLIST OF BOOKS

The columns to the right indicate the libraries participating in the checklist survey: Regina, Saskatoon, Mississauga, York, Halifax. An "X" mark in a column opposite a title indicates a missing hard-cover title for that particular library.

FICTION	R	S	M	Y	H
Adams, R. WATERSHIP DOWN			X		
Aiken and Pienkowski KINGDOM UNDER THE SEA	X	X		X	X
Alcott, L. LITTLE WOMEN					
Alexander, L. THE HIGH KING					
Ambrus, V. THE THREE TAILORS					
Armstrong, W. SOUNDER					
Austin, M. PETER CHURCHMOUSE	X			X	
Averill, E. THE FIRE CAT	X				
Bagnold, E. NATIONAL VELVET			X		
Bailey, C. THE LITTLE RABBIT WHO WANTED RED WINGS	X	X	X	X	
Barrie, J. M. PETER PAN					
Barton, C. ROBBER'S ROOST	X	X			
Blades, A. MARY OF MILE 18					
Burnett, F. THE SECRET GARDEN					
Burnford, S. THE INCREDIBLE JOURNEY				X	
Burningham, J. MR. GUMPY'S OUTING					
Burton, H. TIME OF TRIAL					
Burton, V. THE LITTLE HOUSE					
Byars, B. THE SUMMER OF THE SWANS					
Carlson, N. THE HAPPY ORPHELINE	X				
Childerhose, R. HOCKEY FEVER IN GOGANNE FALLS					
Clark, A. SECRET OF THE ANDES					
Clark, C. THE SUN HORSE					
Clarke, P. THE TWELVE AND THE GENII			X		
Cleary, B. HENRY HUGGINS					
Cooney, B. CHANTICLEER AND THE FOX			X		
Craig, J. NO WORD FOR GOODBYE					
Craven, M. I HEARD THE OWL CALL MY NAME		X	X		
Creighton, L. THE HITCHING POST					
De Angeli, M. THE DOOR IN THE WALL			X		
De Jong, M. THE WHEEL ON THE SCHOOL					
Downie, M. HONOR BOUND THE WIND HAS WINGS					
Dwight, A. DRUMS IN THE FOREST					
Emberley, E. DRUMMER HOFF					
Engel, M. ADVENTURE AT MOON BAY TOWERS				X	
Felsen, H. G. HOT ROD any other titles	X	X	X	X X	X
Fitzhugh, L. HARRIET THE SPY					
Flack, M. THE STORY ABOUT PING					
Fleming, A. ALPHABET BOOK	X	X		X	X
Fowke, E. SALLY GO ROUND THE SUN					
Fox, P. THE SLAVE DANCER					
Freeman, M. A HORSE FOR RUNNING BUFFALO	X	X			
Garfield, L. THE GOD BENEATH THE SEA	X				
Garner, A. THE OWL SERVICE			X		
George, J. JULIE OF THE WOLVES					

56

FICTION (Continued)	R	S	M	Y	H
Gramatky, H. LITTLE TOOT					
Harris, R. THE MOON IN THE CLOUD					
Hayes, J. THE DANGEROUS COVE					
Hays, W. DRUMMER BOY FOR MONTCALM					
Hemon, L. MARIA CHAPDELAINE			X		
Henry, M. MUSTANG WILD SPIRIT OF THE WEST any other titles by this author			X		
Hinton, S. THE OUTSIDER		X	X	X	X
Hogrogian, N. ONE FINE DAY					
Holling, H. PADDLE TO THE SEA					
Hunter, M. THE STRONGHOLD					
Hutchins, P. THE WIND BLEW					
Ipcar, D. BROWN COW FARM				X	
Kastner, E. EMIL AND THE DETECTIVES					
Keats, E. J. THE SNOWY DAY					
Keeping, C. CHARLIE CHARLOTTE AND THE GOLDEN CANARY					
Kjelgaard, J. KALAK OF THE ICE					
Knight, E. LASSIE COME HOME					
Konigsburg, E. FROM THE MIXED UP FILES OF MRS. BASIL E. FRANKWEILER					
Krauss, R. A HOLE IS TO DIG				X	
Krumgold, J. ONION JOHN					
Kurelek, W. LUMBERJACK A PRAIRIE BOY'S WINTER					
Langford, C. THE WINTER OF THE FISHER			X	X	
Lear, E. THE QUANGLE-WANGLE'S HAT					

L'Engle A WRINKLE IN TIME				X	
Lightfoot, G. THE PONYMAN				X	X
Lines, K. LAVENDER'S BLUE					
Lively, P. THE GHOST OF THOMAS KEMPE					
London, J. CALL OF THE WILD					
Lunn, J. DOUBLE SPELL (American edition titled TWIN SPELL)					
MacDonald, G. AT THE BACK OF THE NORTH WIND					
MacKenzie, J. RIVER OF STARS					X
Mayne, W. A SWARM IN MAY					
Melville, H. MOBY DICK OR THE WHITE WHALE		X	X		
Merrill, J. THE PUSHCART WAR			X		
McCloskey, R. HOMER PRICE					
McLaughlin, L. SHOGOMAC SAM			X		X
Minarik, E. LITTLE BEAR					
Mowat, F. THE DOG WHO WOULDN'T BE LOST IN THE BARRENS OWLS IN THE FAMILY					
Ness, E. SAM BANGS & MOONSHINE					
Nichols, R. MARROW OF THE WORLD A WALK OUT OF THE WORLD					
Nordhoff, C. MUTINY ON THE BOUNTY		X	X		
O'Brien, R. MRS. FRISBY AND THE RATS OF NIMH					
O'Dell, S. ISLAND OF THE BLUE DOLPHINS					
Pearce, P. MRS. COCKLE'S CAT			X		
Payton, K. THE EDGE OF THE CLOUD			X		

57

FICTION (Continued)	R	S	M	Y	H
Piper, W. THE LITTLE ENGINE THAT COULD					
Porter, S. NORDY BANK	X				
Ransome, A. SWALLOWS AND AMAZONS					
Reekie, I. RED, HORSE OF THE WEST					
Regniers, de MAY I BRING A FRIEND?			X		
Rey, H. CURIOUS GEORGE					
Richler, M. JACOB TWO TWO MEETS THE HOODED FANG					
Riley, L. TKAIN FOR TIGER LILY	X		X		
Rojankovsky, F. THE TALL BOOK OF NURSERY TALES				X	X
Rose, E. OLD WINKLE AND THE SEAGULLS	X		X	X	
Rousseau, de J. AU DELA DU SOLEIL/ BEYOND THE SUN	X				
Roy, G. WINDFLOWER	X	X	X		X
Saint-Exupery, A de THE LITTLE PRINCE					
Saunders, M. BEAUTIFUL JOE	X				
Scarry, R. THE BEST WORD BOOK EVER	X				
Sendak, M. WHERE THE WILD THINGS ARE					
Seuss CAT IN THE HAT THE 500 HUNDRED HATS OF BARTHOLOMEW CUBBINS					
Sewell, A. BLACK BEAUTY					
Southall, I. JOSH	X			X	
Steig, W. SYLVESTER AND THE MAGIC PEBBLE					
Stevens, C. RABBIT AND SKUNK AND THE SCARY ROCK	X	X		X	X
Stoker, B. DRACULA	X		X	X	X
Trease, G. CUE FOR TREASON					X
Turska, K. THE WOODCUTTER'S DUCK				X	
Ungerer, T. CRICTOR					
Vineberg, E. GRANDMOTHER CAME FROM DWORITZ					
Wildsmith, B. BRIAN WILDSMITH'S A B C					
Williams, B. THE ROCKY MOUNTAIN MONSTER	X		X		X
Williams, M. THE VELVETEEN RABBIT				X	
Wojciechowska, M. SHADOW OF A BULL					
Wright, D. THE LONELY DOLL	X				X
Wyse, A. THE ONE TO FIFTY BOOK	X				
Zion, G. HARRY THE DIRTY DOG					
Zindel, P. THE PIGMAN	X	X	X	X	

SERIES	R	S	M	Y	H
ALFRED HITCHCOCK AND THE 3 INVESTIGATORS					X
Baum, L. THE WIZARD OF OZ (original title: THE WONDERFUL WIZARD OF OZ) other "Oz" books			X		X
Bemelmans, L. "MADELINE"					
Chandler, E. "COWBOY SAM"	X	X		X	X
Coombs, P. "DORRIE"		X			X
Dixon, F. "HARDY BOYS"	X			X	
Farley, W. "BLACK STALLION"					
Haywood, C. "BETSY AND EDDIE"	X				
Jansson, T. "MOOMIN TALES"					
Lofting, H. "DOCTOR DOOLITTLE"					

58

(Continued)	R	S	M	Y	H
Montgomery, L. M. ANNE OF GREEN GABLES other "Anne" books					
Montgomery, R. "GOLDEN STALLION"	X		X	X	X
"KENT BARSTOW"	X	X	X	X	
Norton, M. THE BORROWERS other "Borrowers" books (series including "Poor Stainless")					
Pape, D. any titles	X		X	X	X
Sharp, M. MISS BIANCA other "Miss Bianca" books (series including "The Turrett" and "The Rescuers")					
Slobodkin, L. SPACE SHIP UNDER THE APPLE TREE	X				
Sobol, D. J. ENCYCLOPEDIA BROWN, BOY DETECTIVE other "Encyclopedia Brown" books					
Wilder, L. I. THE LITTLE HOUSE ON THE PRAIRIE					
Williams, J. DANNY DUNN AND THE HOMEWORK MACHINE					

FAIRY TALES, MYTHS AND LEGENDS	R	S	M	Y	H
Ahenakew, B. CREE LEGENDS	X				
Asbjornsen, P. EAST OF THE SUN AND WEST OF THE MOON THE THREE BILLY GOATS GRUFF					
Ayre, R. SKETCO THE RAVEN			X		
Baldwin, J. THE STORY OF ROLAND THE STORY OF SIEGFRIED		X			
Barbeau, M. THE GOLDEN PHOENIX					
Belpre, P. THE TIGER AND THE RABBIT					
Blair, W. TALL TALE AMERICA					
Carpenter, F. WONDER TALES OF DOGS AND CATS			X	X	

Chase, R. JACK AND THE THREE SILLIES					
Church, A. THE AENEID THE ILLIAD AND THE ODYSSEY					
Cleaver, E. HOW SUMMER CAME TO CANADA			X		
THE MIRACULOUS HIND THE MOUNTAIN GOATS OF TEMLAHAM			X		
Colum, P. THE CHILDREN OF ODIN THE GOLDEN FLEECE					
Crossley-Holland, K. THE CALLOW PIT COFFER	X				X
D'Aulaire, I. BOOK OF GREEK MYTHS					
De La Mare, W. TALES TOLD AGAIN					
Duvoisin, R. THE THREE SNEEZES AND OTHER SWISS TALES					
Fraser, F. THE BEAR WHO STOLE THE CHINOOK					
French, F. THE BLUE BIRD			X		X
Gag, W. GONE IS GONE					
Galdone, P. HENNY PENNY					X
Graves, R. GREEK GODS AND HEROES	X				
Haley, G. E. A STORY, A STORY, AN AFRICAN TALE					
Harris, C. RAVEN'S CRY					
Harris, J. THE COMPLETE TALES OF UNCLE REMUS					
Hawthorne, N. A WONDER BOOK AND TANGLEWOOD TALES					
Hieatt, C. THE SWORD AND THE GRAIL					
Hill, K. GLOOSCAP AND HIS MAGIC					
Hodges, E. THE THREE PRINCES OF SERENDIP			X		
Hooke, H. THUNDER IN THE MOUNTAINS					

FAIRY TALES, MYTHS AND LEGENDS (Continued)	R	S	M	Y	H
Hosford, D. BY HIS OWN MIGHT: THE BATTLES OF BEOWULF THUNDER OF THE GODS					
Houston, J. TIKTA'LIKTAK AN ESKIMO LEGEND THE WHITE ARCHER					
Hurlimann, B. WILLIAM TELL AND HIS SON					X
Kingsley, C. THE HEROES					
Knowles, J. THE LEGENDS OF KING ARTHUR AND HIS KNIGHTS		X	X	X	X
La Fontaine, J. THE RICH MAN AND THE SHOEMAKER A FABLE	X				
Lang, A. ARABIAN NIGHTS				X	
MacLeod, M. THE BOOK OF KING ARTHUR AND HIS NOBLE KNIGHTS (variant title of same edition: KING ARTHUR AND . . .)					
MacManus, S. HIBERNIAN NIGHTS					
Macmillan, C. CANADIAN WONDERTALES GLOOSKAP'S COUNTRY AND OTHER INDIAN TALES	X				
Mahy, M. DRAGON OF AN ORDINARY FAMILY	X			X	X
Malcolmson, A. SONG OF ROBIN HOOD			X	X	
Manning-Sanders, R. THE RED KING AND THE WITCH					
McDermott, G. ARROW TO THE SUN					X
McNeill, J. THE DOUBLE KNIGHTS: MORE TALES FROM ROUND THE WORLD			X		
McSpadden, J. ROBIN HOOD AND HIS MERRY OUTLAWS		X	X	X	
Mehdevi, A. PERSIAN FOLK AND FAIRY TALES					
Melzack, R. THE DAY TUK BECAME A HUNTER AND OTHER ESKIMO STORIES RAVEN CREATOR OF THE WORLD					
Metayer, M. TALES FROM THE IGLOO					
Minciele, R. OLD NEAPOLITAN FAIRY TALES			X		X
Mosel, A. THE FUNNY LITTLE WOMAN					
Newfeld, F. THE PRINCESS OF TOMBOSO					
Pyle, H. THE MERRY ADVENTURES OF ROBIN HOOD					
Rackham, A. ARTHUR RACKHAM FAIRY BOOK					X
Ransome, A. THE FOOL OF THE WORLD AND THE FLYING SHIP					
Reid, D. TALES OF NANABOZHO					
Ridley, M. SIR GAWAIN AND THE GREEN KNIGHT			X		
Sawyer, R. JOURNEY CAKE HO!					
Saxe, J. G. THE BLIND MEN AND THE ELEPHANT	X			X	X
Serraillier, I. BEOWULF THE WARRIOR			X		X
Suddon, A. CINDERELLA					
Sutcliff, R. THE HOUND OF ULSTER TRISTAN AND ISEULT		X	X X		
Uchida, Y. THE SEA OF GOLD					
Uden, G. DICTIONARY OF CHIVALRY				X	
White, A. AESOP'S FABLES			X	X	X
White, T. H. THE SWORD IN THE STONE			X		
Wiggin, K. D. THE FAIRY RING					
Zemach, H. DUFFY AND THE DEVIL					

ANIMALS	R	S	M	Y	H
Anderson, C. C. W. ANDERSON'S COMPLETE BOOK OF HORSES AND HORSEMANSHIP TWENTY GALLANT HORSES	X		X	X	

ANIMALS (Continued)	R	S	M	Y	H
Aylesworth, T. INTO THE MAMMALS' WORLD		X	X	X	X
Banfield, A. THE MAMMALS OF CANADA	X	X	X		X
Berman, L. NATURE THOUGHT OF IT FIRST	X	X			
Burt, W. A FIELD GUIDE TO THE MAMMALS	X				
Carrighar, S. ONE DAY AT TETON MARSH	X	X	X	X	X
Cartwright, S. ANIMAL HOMES	X		X	X	X
Cole, J. MY PUPPY IS BORN					X
Conant, R. A FIELD GUIDE TO REPTILES AND AMPHIBIANS OF U.S. AND CANADA			X		
Conklin, G. ELEPHANTS OF AFRICA	X				X
Cosgrove, M. BONE FOR BONE					
Crosby, A. JUNIOR SCIENCE BOOK OF BEAVERS			X		
D'Aulaire, I. ANIMALS EVERYWHERE					
Dixon, P. SILVER WOLF					X
Dugdale, V. ALBUM OF NORTH AMERICAN ANIMALS	X				X
Felton, H. A HORSE NAMED JUSTIN MORGAN	X	X	X		
Fenton, C. ANIMALS THAT HELP US: THE STORY OF DOMESTIC ANIMALS					
Fisher, A. DO BEARS HAVE MOTHERS TOO?					X
VALLEY OF THE SMALLEST: THE LIFE STORY OF A SHREW	X			X	
Fletcher, A. UNUSUAL AQUARIUM FISHES					X
Fox, C. WHEN WINTER COMES			X		X
Fox, M. THE WOLF				X	X
Frome, M. THE VARMINTS: OUR UNWANTED WILDLIFE			X	X	X
Froom, B. THE SNAKES OF CANADA					X
Gardner, R. THE BABOON	X		X	X	
Gray, R. COUGAR, THE NATURAL LIFE OF A NORTH AMERICAN MOUNTAIN LION	X			X	X
THE GREAT APES	X			X	X
Grey Owl (pseud. A. Belaney) THE ADVENTURES OF SAJO AND HER BEAVER PEOPLE					
Gross, R. B. A BOOK ABOUT PANDAS					
Henry, M. ALBUM OF HORSES			X	X	
Hess, Lilo THE CURIOUS RACCOONS					
SHETLAND PONIES	X	X			
Hiss, A. THE GIANT PANDA BOOK	X			X	X
Hoke, H. WHALES			X	X	
WILDLIFE MYSTERIES	X			X	
Hopf, A. BIOGRAPHY OF A RHINO		X		X	
MISUNDERSTOOD ANIMALS					
Hurlimann, B. BARRY THE STORY OF A BRAVE ST. BERNARD					X
Jordan, E. ANIMAL ATLAS OF THE WORLD	X	X		X	X
Kaufmann, J. BATS IN THE DARK					
Kirn, A. LET'S LOOK AT TRACKS	X			X	X
Lavine, S. WONDERS OF THE WORLD OF HORSES					
Laycock, G. ANIMAL MOVER: A COLLECTION OF ECOLOGICAL SURPRISES	X	X			X
Mason, R. THE LIFE PICTURE BOOK OF ANIMALS				X	X
Maxwell, G. RING OF BRIGHT WATER	X	X		X	X
Murie, O. A FIELD GUIDE TO ANIMAL TRACKS	X		X		
National Geographical Society WILD ANIMALS OF NORTH AMERICA			X	X	X

ANIMALS (Continued)	R	S	M	Y	H
Patent, D. WEASELS, OTTERS, SKUNKS AND THEIR FAMILY	X		X		
Pringle, L. DISCOVERING NATURE INDOORS	X		X		X
Rounds, G. WILD HORSES OF THE RED DESERT	X			X	
Ryden, H. THIS WILD COLT: THE LIFE OF A YOUNG MUSTANG	X	X			X
Schwartz, E. WHEN ANIMALS ARE BABIES	X				X
Seton, E. WILD ANIMALS I HAVE KNOWN					
Shuttlesworth, D. GERBILS AND OTHER SMALL PETS					X
Silverstein, A. GUINEA PIGS: ALL ABOUT THEM RABBITS: ALL ABOUT THEM					
Simon, H. SNAKES: THE FACTS AND THE FOLKLORE			X		
Stevens, B. BIOGRAPHY OF A WOLF				X	X
Tinbergen, N. ANIMAL BEHAVIOUR	X		X	X	X
Tresselt, A. THE BEAVER POND					X
Unkelback, K. HOW TO BRING UP YOUR PET DOG					
Vevers, G. ELEPHANTS AND MAMMOTHS	X			X	
Villiard, P. EXOTIC FISH AS PETS	X		X	X	
Webster, D. TRACK WATCHING	X				
Weil, L. ALPHABET OF PUPPY CARE	X			X	X
Wise, W. THE AMAZING ANIMALS OF NORTH AMERICA	X		X		
Wong, H. MY GOLDFISH OUR TERRARIUMS	X X			X X	X X
Zim, H. GOLDEN HAMSTERS					

CRAFTS AND HOBBIES	R	S	M	Y	H
Alkema PUPPET MAKING		X			X
Barr, G. ENTERTAINING WITH NUMBER TRICKS	X			X	
Dow, E. HOW TO MAKE DOLL CLOTHES					
Downer, M. KITES: HOW TO MAKE AND FLY THEM					
Ellison, V. THE POOH COOK BOOK					X
Fisher, J. JOHN FISHER'S MAGIC BOOK	X			X	
Gardner, M. CODES, CIPHERS AND SECRET WRITING					
Herbert, D. MR. WIZARD'S EXPERIMENTS FOR YOUNG SCIENTISTS	X			X	
Hoffman, P. SEW EASY FOR THE YOUNG BEGINNER	X	X	X		
Jacobs, L. YOU AND YOUR CAMERA	X			X	X
Kelen, E. STAMPS TELL THE STORY OF THE U.N.	X	X	X		X
Kettelkamp, L. SPINNING TOPS	X		X		X
Knopf, M. MILDRED O. KNOPF'S AROUND THE WORLD COOK-BOOK FOR YOUNG PEOPLE	X		X	X	X
Kohn, B. THE BEACHCOMBER'S BOOK				X	X
Kohn, E. PHOTOGRAPHY: A MANUAL FOR SHUTTERBUGS	X			X	X
Lopshire, R. IT'S MAGIC				X	X
Meyer, C. STITCH BY STITCH: NEEDLEWORK FOR BEGINNERS					X
Newsome, A. SPOOLCRAFT				X	X
Patrick, D. and M. THE MUSSON STAMP DICTIONARY			X		
Peterson, J. HOW TO WRITE CODES AND SEND SECRET MESSAGES	X		X	X	X

CRAFTS AND HOBBIES (Continued)	R	S	M	Y	H
Reinfeld, F.					
COIN COLLECTORS HANDBOOK			X		
HOW TO BUILD A COIN COLLECTION			X		
Rothman, J.					
SECRETS WITH CODES AND CIPHERS			X		X
Ross, L.					
FINGER PUPPETS: EASY TO MAKE, FUN TO USE					X
PUPPET SHOWS USING POEMS AND STORIES				X	X
Salny, R.					
HOBBY COLLECTIONS A - Z	X		X	X	X
Severn, B.					
MAGIC IN YOUR POCKETS	X		X	X	
MAGIC ACROSS THE TABLE	X			X	X
Seary, V.					
A POSTAGE STAMP HISTORY OF CANADA	X	X			X
Seidelman, J. E.					
CREATING WITH PAPIER MACHE			X		X
Sommer, J.					
SEW YOUR OWN ACCESSORIES				X	X
Van der Linde, P.					
AROUND THE WORLD IN 80 DISHES	X			X	X
Walls, F.					
PUZZLES AND BRAIN TWISTERS	X	X		X	X
Weiss, F.					
CLAY WOOD AND WIRE					
LENS AND SHUTTER					
Wyler, R.					
FUNNY MAGIC EASY TRICKS FOR YOUNG MAGICIANS	X			X	X
MAGIC SECRETS			X	X	X
SCIENCE TEASERS	X	X	X		X
Young, H.					
HERE IS YOUR HOBBY: DOLL COLLECTING	X		X		X
Zarchy, H.					
HERE'S YOUR HOBBY			X		

SPORTS	R	S	M	Y	H
Dypwick, O.					
GOLF, SWIMMING AND TENNIS	X		X		X
Epstein, S.					
STORIES OF CHAMPIONS: BASEBALL HALL OF FAME	X	X	X	X	X
Esposito, P.					
HOCKEY IS MY LIFE		X	X	X	X

Evanoff, V.					
A COMPLETE GUIDE TO FISHING	X			X	
Ewen, H.					
YOUR BOOK OF JUDO	X	X	X		X
Gavett, B.					
SKIING FOR BEGINNERS					X
Hirsch, S.					
STILTS					X
Jackson, R.					
HERE COMES BOBBY ORR					
STOCK CAR RACING GRAND NATIONAL COMPETITION					
Jennison, K.					
CONCISE ENCYCLOPEDIA OF SPORTS	X			X	X
Kirby, M.					
THE YOUNG SPORTSMAN'S GUIDE TO ICE SKATING	X		X	X	X
Kramp, H.					
SWIMMING FOR BOYS AND GIRLS	X		X		X
Krisvoy, J.					
NEW GAMES TO PLAY				X	X
Liss, H.					
FOOTBALL TALK FOR BEGINNERS	X			X	X
Mahovlich, F.					
ICE HOCKEY	X	X			
McFarlane, B.					
BRIAN McFARLANE'S HOCKEY QUIZ	X		X	X	X
Meeker, Howie					
HOWIE MEEKER'S HOCKEY BASICS	X				X
Meyers and Hacker					
TRACK AND FIELD	X	X	X		X
Morse, C. and A.					
PHIL AND TONY ESPOSITO: SUPERSTARS	X	X	X	X	X
O'Brien, A.					
THE JACQUES PLANTE STORY	X				
Paul, C. R.					
THE OLYMPIC GAMES	X	X	X	X	X
Profit, M.					
FOR LOVE, MONEY AND FUTURE CONSIDERATION	X	X	X	X	X
Robinson, J.					
JACKIE ROBINSON'S LITTLE LEAGUE BASEBALL BOOK	X			X	
Robinson, R.					
GREATEST WORLD SERIES THRILLERS		X	X	X	X
Seewagen, G. L.					
TENNIS	X		X	X	X

SPORTS (Continued)	R	S	M	Y	H
Siebert, D. any titles 1 2 3 4 5 more		X	X		X
SPORTS ILLUSTRATED BOOK OF . . . (series) 1 2 3 4 5 more			X		
Sullivan, G. BETTER . . . FOR BOYS AND GIRLS (series) 1 2 3 4 5 more					
Toye, C. SOCCER					
Walsh, J. THE FIRST BOOK OF OLYMPIC GAMES					X
Wilding, S. UPS AND DOWNS A FIRST GUIDE TO RIDING AND HORSE CARE		X		X	X
Zarchy, H. LET'S FISH A GUIDE TO FRESH AND SALT WATER FISH			X		

EXPLORERS AND ADVENTURERS	R	S	M	Y	H
Andrist, R. HEROES AND POLAR EXPEDITION					
Barbeau, M. INDIAN DAYS ON THE WESTERN PRAIRIES			X	X	
Benet, L. STANLEY INVINCIBLE EXPLORER	X		X		X
Berton, P. THE GOLDEN TRAIL					
Bixby, W. THE IMPOSSIBLE JOURNEY OF SIR ERNEST SHACKLETON	X		X	X	
Chalmers, J. RED RIVER ADVENTURE				X	
Chambers, E. THE ROYAL NORTH-WEST MOUNTED POLICE	X	X		X	X
Chubb, T. PRINCE HENRY THE NAVIGATOR AND THE HIGHWAYS OF THE SEA					X
Cutt, W. ON THE TRAIL OF LONG TOM					X
Daugherty, C. SEARCHERS OF THE SEA				X	
Daugherty, J. OF COURAGE UNDAUNTED	X				X
Davidson, M. THE PIRATE BOOK	X			X	X
De Coccola, K. AYORAMA		X	X	X	X
Denny, Sir C. THE LAW MARCHES WEST	X	X	X	X	X
Dugan, J. UNDERSEA EXPLORER					
Duvoisin, R. THEY PUT OUT TO SEA: THE STORY OF THE MAP					
Fairley, T. THE TRUE NORTH					
Farrar, F. ARCTIC ASSIGNMENT: THE STORY OF THE ST. ROCH					
Fredickson, O. THE SILENCE OF THE NORTH	X	X	X	X	X
Graham, R. THE BOY WHO SAILED ALOUND THE WORLD ALONE	X				
Graves, C. A WORLD EXPLORER: MARCO POLO	X	X	X	X	X
Haig-Brown, R. CAPTAIN OF THE DISCOVERY: THE STORY OF CAPTAIN GEORGE VANCOUVER					
Hampden, J. SEA-DOGS AND PILGRIM FATHERS	X				
Heyerdahl, T. THE KON-TIKI EXPEDITION					
Hill, K. AND TOMORROW THE STARS: THE STORY OF JOHN CABOT					
Hirsch, S. MAPMAKERS OF AMERICA	X	X	X	X	X
Lamb, H. GENGHIS KHAN AND THE MONGOL HORDE	X			X	X
Longstreth, T. THE SCARLET FORCE					
McGill, J. NORTHERN ADVENTURE	X		X	X	X
Meader, S. TRAPLINES NORTH		X			
Phelan, J. THE BOLD HEART					
Pyle, H. BOOK OF PIRATES					
Rasky, F. THE TAMING OF THE CANADIAN WEST		X	X	X	X

EXPLORERS AND ADVENTURER (Continued)	R	S	M	Y	H
Syme, R. BAY OF THE NORTH MAGELLAN, FIRST AROUND THE WORLD					
Synge, M. A BOOK OF DISCOVERY			X		X
Toye, W. CARTIER DISCOVERS THE ST. LAWRENCE					
Whipple, A. FAMOUS PIRATES OF THE NEW WORLD	X			X	
Wibberley, L. THE EPICS OF EVEREST					
Wilkinson, D. ARCTIC FEVER: THE SEARCH FOR THE NORTHWEST PASSAGE	X	X	X	X	X

EARTH SUBJECTS	R	S	M	Y	H
Aliki FOSSILS TELL OF LONG AGO			X		X
Ames, G. THE EARTH'S STORY PLANET EARTH	X		X		X
Bartlett, M. WHERE THE BROOK BEGINS	X		X	X	
Baity, E. AMERICA BEFORE MAN					
Baldwin, G. STONE AGE PEOPLES TODAY	X	X		X	X
Bendick, J. ADAPTATION THE SHAPE OF THE EARTH	X X			X	X X
Bixby, W. THE UNIVERSE OF GALILEO AND NEWTON					
Carson, R. THE SEA AROUND US					
Clemons, E. WAVES, TIDES AND CURRENTS	X				X
Cohen, R. THE COLOR OF MAN					
Colbert, E. DIGGING FOR DINOSAURS		X	X	X	X
Collins, S. FOREST AND WOODLAND		X	X	X	X
Cornwall, I. THE MAKING OF MAN	X		X		
David, E. CRYSTAL MAGIC	X	X	X	X	X

Engel, L. THE SEA		X			
Farb, P. FACE OF NORTH AMERICA					
Flanagan, G. WINDOW INTO AN EGG	X				
Friedman, E. MAN IN THE MAKING	X		X	X	
Gallant, R. EXPLORING THE WEATHER				X	
Gans, R. ICEBERGS THE WONDER OF STONES			X	X	
Garelick, M. WHERE DOES THE BUTTERFLY GO WHEN IT RAINS	X		X	X	X
George, J. THE HOLE IN THE TREE		X			
Goetz, D. DESERTS MOUNTAINS			X		
Golden, A. THE BOTTOM OF THE SEA		X	X	X	X
Goudey, A. HOUSES FROM THE SEA					
Hellman, H. DEFENSE MECHANISMS FROM VIRUS TO MAN	X			X	
Hitte, K. HURRICANES, TORNADOES AND BLIZZARDS	X				
Holden, R. FAMOUS FOSSIL FINDS					X
Holsaert, E. A BOOK TO BEGIN ON: DINOSAURS	X			X	
Howell, F. EARLY MAN	X	X		X	
Hussey, L. COLLECTING SMALL FOSSILS	X			X	X
Ipcar, D. THE WONDERFUL EGG	X				
Larrick, N. JUNIOR SCIENCE BOOK OF RAIN, HAIL, SLEET AND SNOW			X	X	X
Lewis, L. THE FIRST BOOK OF MICROBES			X		X
Luhrmann, W. THE FIRST BOOK OF GOLD THE FIRST BOOK OF GLACIERS				X	X
Matthews, W. THE STORY OF VOLCANOES AND EARTHQUAKES	X				X

EARTH SUBJECTS (Continued)	R	S	M	Y	H
May, J. THEY LIVED IN THE ICE AGE	X				
WHY THE EARTH QUAKES					X
McClung, R. MICE, MOOSE, AND MEN: HOW THEIR POPULATIONS RISE AND FALL	X				
MacLennan, H. RIVERS OF CANADA	X	X	X		X
Meeks, E. HOW NEW LIFE BEGINS	X		X	X	X
Moore, R. EVOLUTION	X	X	X		X
Musselman, V. LEARNING ABOUT NATURE THROUGH CRAFTS	X			X	X
Napier, J. THE ORIGINS OF MAN				X	X
Plough, F. A FIELD GUIDE TO ROCKS AND MINERALS	X	X	X	X	X
Pringle, L. DINOSAURS AND THEIR WORLD				X	X
Ravielli, A. THE RISE AND FALL OF THE DINOSAURS			X		
Reid, G. POND LIFE	X			X	X
Ress, E. FIELD AND MEADOW	X	X	X	X	X
Rhodes, F. FOSSILS: A GUIDE TO PREHISTORIC LIFE					
Ruchlis, H. ORBIT: A PICTURE STORY OF FORCE AND MOTION			X	X	
YOUR CHANGING EARTH	X	X			X
Sander, L. THE CURIOUS WORLD OF CRYSTALS	X			X	X
Sanderson, I. THE CONTINENT WE LIVE ON		X			X
Selsam, M. EGG TO CHICK					X
IS THIS A BABY DINOSAUR?	X		X		
Shuttlesworth, D. E. DODOS AND DINOSAURS	X				X
THE STORY OF ROCKS					
Sootin, H. THE YOUNG EXPERIMENTER'S WORKBOOK					
Spar, J. THE WAY OF THE WEATHER	X	X	X	X	X
Stevens, C. THE BIRTH OF SUNSET'S KITTENS	X				X
Styles, S. FIRST UP EVEREST	X		X	X	X
Swinton, W. DIGGING FOR DINOSAURS					
THE WONDERFUL WORLD OF PREHISTORIC ANIMALS	X	X			X
Toye, W. THE ST. LAWRENCE				X	
Tresselt, A. RAIN DROP SPLASH					
WHITE SNOW BRIGHT SNOW					
Udry, J. A TREE IS NICE				X	
Wyckoff, J. THE STORY OF GEOLOGY				X	
Zim, H. ROCKS AND MINERALS: A GUIDE TO FAMILIAR MINERALS GEMS AND ROCKS					

BIOGRAPHY	R	S	M	Y	H
Adoff, A. MALCOLM X		X	X		
Archer, J. TWENTIETH CENTURY CAESAR: MUSSOLINI	X	X	X	X	
Bassett, J. ELIZABETH SIMCOE	X			X	X
Butler, K. IGLOO KILLINEK					
Campbell, M. HALFBREED	X	X		X	X
Caswell, M. PIONEER GIRL					X
Cayford, E. BAREFOOT DAYS	X	X	X	X	X
Creighton, L. TECUMSEH					
Dickson, L. WILDERNESS MAN	X	X	X	X	X
Frank, A. THE DIARY OF A YOUNG GIRL		X			
Goodspeed, D. THE GOOD SOLDIER: THE STORY OF ISAAC BROCK					
Kennedy, D. RECOLLECTIONS OF AN ASSINIBOINE CHIEF	X	X	X	X	X

BIOGRAPHY (Continued)	R	S	M	Y	H
Kilbourn, W. THE FIREBRAND	X	X	X	X	X
Lambert, R. S. FRANKLIN OF THE ARCTIC			X		
Lenski, L. INDIAN CAPTIVE					
Levine, I. THE DISCOVERER OF INSULIN: DR. FREDERICK C. BANTING	X			X	X
MacLean, A. LAWRENCE OF ARABIA					
Marcus, R. ANTOINE LAVOISIER		X	X	X	X
Noble, I. THE DOCTOR WHO DARED	X				X
North, D. THE MAD TRAPPER OF RAT RIVER	X	X	X	X	X
North, S. CAPTURED BY THE MOHAWKS			X		
Pitseolak PICTURES OUT OF MY LIFE	X	X	X		
Ritchie, C. THE FIRST CANADIAN			X		
Robertson, B. WILFRED LAURIER: THE GREAT CONCILIATOR	X	X	X		X
Rokeby-Thomas, A. NINGIYUK'S IGLOO WORLD	X	X		X	X
Sandburg, C. PRAIRIE-TOWN BOY	X		X	X	
Sanders, B. H. FAMOUS WOMEN: CARR, HIND, GULLEN, MURPHY	X		X	X	
Schultz, P. ISAAC NEWTON: SCIENTIFIC GENIUS	X		X	X	X
Swainson, D. JOHN A. MacDONALD THE MAN AND THE POLITICIAN	X	X	X		X
Swayze, F. FRONTENAC AND THE IROQUOIS	X				
Takashima, S. A CHILD IN PRISON CAMP					
Thordarson, B. LESTER PEARSON DIPLOMAT AND POLITICIAN	X	X		X	X
Wood, K. THE GREAT CHIEF MASKEPETOON WARRIOR OF THE CREES			X		
Wood, L. RAYMOND L. DITMARS					
Young, D. ROMMEL THE DESERT FOX	X	X	X	X	X

RECENT TITLES	R	S	M	Y	H
Aardema, V. WHY MOSQUITOES BUZZ IN PEOPLE'S EARS					
Alderson, B. CAKES AND CUSTARD					
Bassett, J. M. TIMOTHY EATON	X				X
Bawden, N. THE PEPPERMINT PIG					
Baylor, B. THE DESERT IS THEIRS	X		X	X	
Blume, J. FOREVER	X	X		X	X
Caney, S. PLAY BOOK			X		X
Cleaver, V. and B. DUST OF THE EARTH	X				
Cooper, S. THE GREY KING					
Craig, J. THE CLEARING	X	X	X	X	X
Irwin, P. THE CANADIAN SPORTS ALMANAC AND DIRECTORY		X	X		X
Keats, E. J. LOUIE					
Kligman, P. IT ALL ENDS UP IN A SHOPPING BAG	X	X	X	X	X
Freeman, W. SHANTYMEN OF CACHE LAKE	X	X	X		
Hamilton, V. M. C. HIGGINS THE GREAT					
Harris, C. SKY MAN ON THE TOTEM POLE					
Hungry Wolf, A. INDIAN SUMMER	X	X		X	X
Hunter, M. A STRANGER CAME ASHORE	X		X		
Hyde, D. A. STRANGE COMPANION	X		X	X	X
Jeffers, S. THREE JOVIAL HUNTSMEN	X				

RECENT TITLES (Continued)	R	S	M	Y	H
Lobel, A. OWL AT HOME					X
Libby, W. PHIL ESPOSITO: HOCKEY'S GREATEST SCORER	X	X			X
Mathias, S. B. THE HUNDRED PENNY BOX					
Mowat, F. THE SNOW WALKER		X	X	X	X
Neering, R. EMILY CARR	X				X
Orr, F. THE STANLEY CUP: HOCKEY'S WORLD SERIES	X	X			X
Remy, C. 13	X				X
Robins, P. STAR MAIDEN: AN OJIBWA LEGEND OF THE FIRST WATER-LILY					X
Symchuk and Vesey THE FLYING SHIP AND OTHER UKRAINIAN FOLK TALES	X		X		X
Woodcock, G. GABRIEL DUMONT: THE METIS CHIEF AND HIS LOST WORLD	X	X	X		X

Note: An X in the column under a library's initial indicates a missing subject entry useful to children.

SUBJECT HEADINGS	R	S	M	Y	H
AARON, HENRY	X			X	
ABDUL-JABBAR, KAREEM	X	X		X	X
ALCOTT, LOUISA MAY					X
ALEXANDER THE GREAT					
AMERICAN REVOLUTION					
ARNOLD BENEDICT	X	X	X	X	X
ARTS AND CRAFTS		X			
ATHLETES					
BALBOA, VASCO NUNEZ DE					
BARTON, CLARA HARLOWE					
BASEBALL					
BASKETBALL				X	
BEARS					
BEAVERS					
BEETHOVEN, LUDWIG VAN					
BELL, ALEXANDER GRAHAM					
BLACKWELL, ELIZABETH					
BOATS AND BOATING					
BOONE, DANIEL					
CABOT, JOHN					
CAESAR, GAIUS JULIUS					
CARSON, CHRISTOPHER (KIT)					
CATHERINE 2nd EMPRESS OF RUSSIA	X	X			X
CATS					
CAVELL, EDITH	X				X
CHAMPLAIN, SAMUEL De BOIS					
CHAPMAN JOHN (JOHNNY APPLESEED)					
CHESS					
CHIVALRY				X	
CHURCHILL, SIR WINSTON LEONARD					
CODY, WILLIAM					
COINS					
COLLECTORS AND COLLECTING				X	
COLUMBUS, CHRISTOPHER					
COOK, JAMES					
COOKERY					
CORTES, HERNANDO					
COURIERS De BOIS	X		X	X	X
CRAZY HORSE			X		X
CROCKETT, DAVID					
CURIE, MARIE					
DARWIN, CHARLES					
DESERT ANIMALS		X	X		
DICKENS, CHARLES	X				
DICKINSON, EMILY				X	
DINOSAURS					
DOGS					
DRAKE, SIR FRANCIS					
EARTH					

SUBJECT HEADINGS (Continued)	R	S	M	Y	H
ECOLOGY					
EDISON, THOMAS ALVA					
EINSTEIN, ALBERT					
EISENHOWER, DWIGHT DAVID	X	X	X		X
ELEPHANTS					
ELIZABETH 1st QUEEN OF ENGLAND					
EROSION	X				
EXPLORERS					
FAIRY TALES	X				
FARADAY, MICHAEL					X
FATHERS OF CONFEDERATION	X			X	
FISHING					
FOLKLORE					
FOOTBALL					
FOSSILS					
FOXES					
FRANCIS OF ASSISI					
FRANKLIN, BENJAMIN					
FRONTENAC					
FRONTIER AND PIONEER LIFE					
FROST, ROBERT	X	X	X	X	X
FULTON, ROBERT	X				X
FUR TRADE					
GALILEI, GALILEO					
GAMES					
GANDHI, MOHANDAS					
GARDENING					
GEOLOGY					
GERONIMO	X				
GIFTS	X				X
GODS	X		X	X	X
GOGH, VINCENT VAN					
GRAIL	X				
GRENFELL, WILFRED THOMASON					
GREY OWL	X				
GUINEA PIGS					

HAMMARSKOLD, DAG			X		
HAMSTERS					
HANDICRAFT					
HEARNE, SAMUEL					
HEROES					
HITLER, ADOLF					
HOBBIES					
HOCKEY					
HORSES					
HOUDINI, HARRY					
HUDSON, HENRY					
HUNTING					
INTERIOR DECORATION		X	X		
JEWELLRY				X	
JOAN OF ARC, SAINT					
JONES, JOHN PAUL				X	
JOSEPH, NEZ PERCÉ		X	X	X	
JUAREZ, BENITO PABLO			X		X
JUDO					X
KARATE	X				X
KARTS AND KARTING					
KELLER, HELEN					
KENNEDY, JOHN FITZGERALD					
KING, MARTIN LUTHER	X				
KITES					
KNIGHTS AND KNIGHTHOOD					
KRUSHCHEV	X	X	X	X	X
LASALLE, ROBERT CAVELIER SIEUR DE	X				
LEE, ROBERT EDWARD	X			X	
LEGENDS	X				
LEIF ERICSSON					
LEONARDO DA VINCI					
LINCOLN, ABRAHAM					
LINDBERGH, CHARLES	X		X		
LOMBARDI, VINCENT					
LUTHER, MARTIN					
MacDONALD, SIR JOHN A.	X				
MacKENZIE, SIR ALEXANDER					

SUBJECT HEADINGS (Continued)	R	S	M	Y	H
MACRAMÉ	X				
MAMMALS					
MAO TSETUNG			X	X	
MARITIME PROVINCES					X
MARITIMES	X	X	X		X
MAYS, WILLIE HOWARD	X	X			
METIS-CANADA (SASKATCHEWAN)	X	X	X	X	
MICHELANGELO BUONARROTI					
MICROSCOPE AND MICROSCOPY	X				
MODELS AND MODEL MAKING	X				
MOSES					
MOZART, WOLFGANG AMADEUS					X
MYTHOLOGY	X				
NAMATH, JOSEPH		X	X	X	X
NAPOLEON 1st EMPEROR OF FRANCE					
NATURAL RESOURCES					
NATURE STUDY					
NELSON, HORATIO					
NIGHTINGALE, FLORENCE					
NORTH AMERICAN DISCOVERY AND EXPLORATION			X	X	
OCEANOGRAPHY					
ORIGAMI	X				
OUTDOOR LIFE					
PAPERCRAFTS		X			X
PAUL, SAINT, APOSTLE	X			X	
PENN, WILLIAM	X				
PETS					
PHOTOGRAPHY					
PICASSO				X	
PLANTS					
POLO, MARCO					
PONIES					
PONTIAC, OTTAWA CHIEF	X				
PRAIRIE DOGS					
PRAIRIE PROVINCES					
PRAIRIES				X	
PRIME MINISTERS - CANADA	X				
PUMAS	X				
PUPPETS AND PUPPET PLAYS					
RABBITS					
RADISSON, PIERRE					
RALEIGH, SIR WALTER					
RED RIVER REBELLION 1869-1870	X	X	X		X
REPRODUCTION					
REPTILES					
REVERE, PAUL					
RIEL REBELLION 1885			X		
ROBERTS, CHARLES, G.D.					
ROCKS					
ROGERS, WILL	X			X	
ROOSEVELT, ELEANOR	X		X		X
ROOSEVELT, FRANKLIN DELANO	X		X		
ROOSEVELT, THEODORE	X				
ROYAL CANADIAN MOUNTED POLICE					
RUTH, GEORGE HERMAN (BABE)	X		X	X	
RUTHERFORD, ERNEST BARON	X			X	X
SACAJAWEA	X		X	X	X
SCIENCE - EXPERIMENTS					
SCHLIEMANN, HEINRICH					
SELF DEFENSE			X		
SETON, ERNEST THOMPSON	X			X	
SIMPSON, ORENTHAL JAMES (O.J.)		X			X
SITTING BULL		X	X	X	X
SPORTS					
STALIN, JOSEPH	X			X	X
STANLEY, HENRY	X				
STEVENSON, ROBERT LOUIS					
SWIMMING					
TECUMSEH, SHAWNEE CHIEF					
TENNIS					
THOMPSON, DAVID					

SUBJECT HEADINGS (Continued)	R	S	M	Y	H
THOREAU, HENRY DAVID	X		X		
TRACK ATHLETES (or ATHLETICS)	X	X	X		
TROPICAL FISH					
TURTLES					
VERNE, JULES					
VERTEBRATES	X				
VICTORIA, QUEEN OF GREAT BRITAIN					

VOYAGES AND TRAVELS					
VOYAGEURS			X	X	
WAR OF 1812	X	X			
WASHINGTON, GEORGE					
WATER					
WEATHER					
WILDLIFE CONSERVATION	X				
WOODWORK					
WRIGHT BROTHERS (ORVILLE: WILBUR)				X	

REGINA PUBLIC LIBRARY

CHILDREN'S SERVICES SURVEY

Dear Parent:

Your public library tries to provide books and programs to help every child in Regina to learn and to grow. To help us provide better service, we are conducting a study of children both in the libraries and in the schools to find out what their interests are, what kind of books and magazines they like, and how they feel about the library. We want to know why some children in Regina do not use their public library and to find out whether we can make changes that will encourage them to come to the library.

Between May 27th and June 9th interviewers will be talking with some of the students in your child's school. Not all of the children will be interviewed, but we want all of the parents to know about the survey. If for any reason you would prefer not to have your child take part in the survey, please fill out the form on the bottom of this sheet and return it to your child's teacher.

As a parent you are interested in your child's reading and schoolwork. We would appreciate any comments you care to make about the library or booktrailer service. If you will take a few minutes to write your comments on the back of this sheet and return it to school with your child, you will be helping the library to serve you and your children better.

☐ My child may take part in the library survey.

☐ I would prefer that my son/daughter name _____ not take part in the library survey.

Name _____

Signed _____

COL	KEYPUNCH
1-5	- - - 1 1

REGINA PUBLIC LIBRARY CHILDREN'S SERVICES STUDY

QUESTIONNAIRE FOR LIBRARY USERS

1. Place _____	6-7	- -
2. What school do you go to? (Record name) _____ 0 a public school 1 a Catholic school 3 other	8	0 1 2 3 9
3. What grade are you in? (Record digit in space to the right; 00 kindergarten.)	9-10	- -
4. Sex 0 female 1 male	11	0 1
5. Age (Enter two digit number in blanks provided).	12-13	- -
6. What kind of work does your father do? (Record answer, and type according to supplied code.) _____ 0 unemployed 1 has job, job unknown	14	0 1 2 3 4 5 6 7 9
7. Does your mother have a job outside of the house? What kind of work does your mother do? (Record answer and code as for Q6.) _____ 0 no 1 has job, job unknown	15	0 1 2 3 4 5 6 7 9
8. Not counting you, how many people are there in your family who live with you? (Enter two digit number in blanks provided.)	16-17	- -
9. Does your family speak some language besides English at home? If yes, what is the language? 00 no 01 yes, language unknown 02 Ukrainian 03 German 04 French	18-19	- -
10. Did your parents move to Canada from another country? 0 no 1 yes	20	0 1 9
11. Which country did your parents come from? OR ethnic origin, ancestry? (Record answer. If more than one country or origin named, use father's country. Record the answers according to the code provided.) 01 Anglo-Saxon 02 Ukrainian 03 German 04 French 05 Scandinavian	21-22	- -
12. Not counting books for school, how often do you read books? 0 never 1 hardly ever 2 sometimes (on holidays) 3 often 4 always	23	0 1 2 3 4 9
13. How many books does your family have at home? 0 a few (one or two shelves) 1 some, average (more than two shelves) 2 many (more than five shelves)	24	0 1 2 9
14. How many TV's does your family have? 0 none (record answer and go to question 19) 1 one 2 two 3 three, or more	25	0 1 2 3 9
15. How much do you watch TV? 0 never 1 hardly ever (for something special) 2 sometimes (one to two shows a day) 3 often (three to five shows a day) 4 always (more than five shows a day)	26	0 1 2 3 4 9

16. What are your three favourite TV shows? (Record answer, see code.) _____ _____ _____ 01 news and documentary 02 variety 03 juvenile 04 detective-adventure 05 sports 06 sit com 07 other	27-28 29-30 31-32	- - - - - -
17. How often are you allowed to choose your own TV shows? 0 never 1 hardly ever 2 sometimes (50%) 3 often 4 always 5 Consensus	33	0 1 2 3 4 5 9
18. Have you ever read a book because of a program on TV? 0 no 1 yes	34	0 1 9
19. How often does your family get the newspaper at home? 0 never 1 hardly ever 2 sometimes (the weekend paper) 3 often 4 always	35	0 1 2 3 4 9
20. How often do you read the newspaper? 0 never 1 hardly ever 2 sometimes (50%) 3 often 4 always (100%) 5 never, pap . in foreign language	36	0 1 2 3 4 5 9
21. What part of newspaper do you read? (Wait for reply before prompting with Comics.) Comics 0 no 1 yes	37	0 1
Sports 0 no 1 yes	38	0 1
News stories 0 no 1 yes	39	0 1
Entertainment 0 no 1 yes	40	0 1
Ads 0 no 1 yes	41	0 1
Other 0 no 1 yes	42	0 1
22. Are there any magazines you like to read? 0 no 1 yes	43	0 1 9
23. Which ones are they? (Record up to two responses. Code in the space provided) 00 non-Dewey response 04 General adult (Time, 17, Reader's Digest) 05 general juvenile (Owl, Cricket) 08 comics 09 humour (Mad) 62 engineering, mechanical (Pop. Mechanics) 74 crafts 76 movie mags 78 music mags (Tiger Beat) 84 romance mags _____ _____	44-45 46-47	- - - -
24. How long do you think you'll keep going to school? 0 drop out as soon as possible for job 1 drop out as soon as possible for goal (army) 2 finish high school 3 finish university 4 finish other post-secondary 5 no idea, don't know	48	0 1 2 3 4 5 9
25. What kind of job would you like to have when you grow up? 1 don't know (Record answer, and type according to code for Q. 6.) _____	49	1 2 3 4 5 6 7 9
26. How many teams or clubs do you belong to? 0 none 1 one 2 two 3 three 4 four or more	50	0 1 2 3 4 9

27. Have you ever wanted to find out about something, but just couldn't find the information? 0 no 1 yes Could you give an example? (Record the example, using the Dewey system to derive a code no.) _____	51 52-53	0 1 9 - -
28. Suppose that you are not in the library now but you are just having a conversation with a friend and a question comes up (such as the example you have just described), where do you think you would try to find the answer first? second? third? (Do not prompt the respondent; rank the following list of suggested answers, including the DK response, with the digits, 1, 2, 3, etc. in the order volunteered by the respondent.) ask a teacher _____ ask a parent or someone at home _____ ask a friend _____ People ask somebody in the school library _____ ask a person in the public library _____ ask somebody else (in a store, etc.) _____ School use books and things in classroom _____ use books and things in school library _____ Home use books and things at home _____ Public Library use books and things in public library _____ Media use information from TV and radio _____ write to newspaper column _____ Other other (record response) _____ _____ DK don't know _____	 54 55 56 57 58 59 60 61 62 63 64 65 66 67	 - - - - - - - - - - - - - -

29. Is it fun to come to the library? Why? (Record up to two answers per respondent, enter digits in space provided.) 0 don't like coming to library (record) _____ 1 books, collection 2 non-book materials, games, A-V 3 because friends come 4 for programmes 5 provides study space 6 other (record) _____	 68 69	 - -
30. Why did you come to the library today? (Using the code below record only the first two responses given.) 0 because parent(s) came 1 only to return books 2 to borrow a book for personal use 3 to find information for school 4 to do homework, study 5 to attend special programmes 6 to accompany someone (friends/siblings) 7 to use non-book materials, (such as games, A-V) 8 other _____	 70 71	 - -
31. Who came with you to the library today? 0 alone 1 parent(s) and/or sibling(s) 2 sibling(s) and friends 3 siblings only 4 friends only 5 other	72	0 1 2 3 4 5 9
32. How do you usually come to the library? (Most of trip.) 0 car 1 walk 2 bus 3 bicycle 4 other	73	0 1 2 3 4 9
33. How often do you come to the library? 0 infrequently (less than once a month) 1 average (once every 2/3 weeks) 2 often (at least once a week)	74	0 1 2 9
34. How long do you usually stay in the library? 0 less than ten minutes 1 ten minutes to half-hour 2 half-hour to hour 3 more than an hour	75	0 1 2 3 9

35. How did you try to find the books or things that you wanted to find today? What did you do first? second? third? Record only the first three responses given.)

0 not looking for anything
1 asked companion(s)
2 asked librarian
3 looked on shelf
4 looked on booktruck
5 looked at display(s)
6 looked in catalogue
7 other (record response)

_____

76	-
77	-
78	-

36. Did you find everything that you wanted to find today?

00 didn't come for anything (Record a 9 in question 37, go to question 38)

01 no, but can't give example
02 yes

(If answer is NO, and the respondent can provide an example, record the example and code in two digits according to the Dewey system in Cols. 79-80).

79-80	- -

COL	KEYPUNCH
1-5	- - - 2 1

RE-ENTER IDENTIFICATION FROM FIRST PAGE

37. (Note that the three parts of this question apply only to those respondents who did not find what they wanted.)

Did you look on the shelf?

0 no
1 yes

6	0 1 9

Did you look in the catalogue?

0 no
1 yes

7	0 1 9

Did you ask a librarian?

0 no
1 yes

8	0 1 9

38. How often have you borrowed a book from here and found it no good?

0 never
1 hardly ever
2 sometimes (50%)
3 often
4 always

9	0 1 2 3 4 9

39. How often have you borrowed a book from here and then not read it?

0 never
1 hardly ever
2 sometimes (50%)
3 often
4 always

10	0 1 2 3 4 9

40. Can you think of any kinds of books the library should get? (Record only the first two suggestions; code the suggestions according to the Dewey system, if a non-Dewey comment, enter 00.)

_____
_____

11-12	- -
13-14	- -

41. Can you think of any kinds of magazines the library should get? (Record up to two suggestions using the code below. Use Dewey for other suggestions.)

00 non-Dewey suggestion
04 general adult (Time, 13, Reader's Digest)
05 general juvenile (Owl, Cricket)
08 comics
09 humour (Mad)
62 engineering, mechanical (Pop. Mechanics)
74 crafts
76 movie mags
78 music mags (Tiger Beat)
84 romance mags

_____
_____

15-16	- -
17-18	- -

42. Can you think of anything else besides books and magazines that the library should get? (Using the code below, record only the first two responses given.)

1 records or tapes
2 films or filmstrips
3 toys
4 games
5 TV or other A-V
6 other (record response)

_____ 19 -

_____ 20 -

43. If you could change the library any way at all, what changes would you make? (Record no more than three answers, and code according to the following system.)

_____

_____

_____

0 make no changes 21 -
lon't know
el. ated to book collection 22 -
lated to non-book collection
(. mes, A-V) 23 -
4 changes in policy (circulation, borrowing)
5 personnel changes
6 physical changes
7 other (record)

_____

44. What kinds of books do you read most often? (Record up to three responses, and code responses according to the Dewey system.)

_____ 24-25 - -

_____ 26-27 - -

_____ 28-29 - -

45. (Read to and show respondent the list of subjects.)

Which of these subjects are you interested in? (Record up to three interests; pursue the subjects in question 47 to 53.)

0 not interested in any (record 0 in each blank) 30 -
1 sports 31 -
2 explorers, adventurers 32 -
3 crafts, hobbies
4 earth subjects
5 biography, real people
6 animals
7 legends, myths, fairy stories

46. Which of these subjects do you think other kids are interested in? (Record up to three answers.)

0 not interested in any (record 0 in each blank) 33 -
1 sports 34 -
2 explorers, adventurers 35 -
3 crafts, hobbies
4 earth subjects
5 biography
6 animals
7 legends, myths, fairy stories
8 interested in all (record 8 in each blank)

47. How interested are you in SPORTS? 36 0 1 9

0 some
1 very interested

How often have you borrowed books about sports? 37 0 1 2 9

0 hardly ever or never
1 sometimes
2 often

What would you say about the number of books on sports in the library? 38 0 1 2 3 9

0 not very many
1 some
2 many
3 DK

How good are the books on sports? 39 0 1 2 3 9

0 not very good
1 O.K.
2 very good
3 DK

48. How interested are you in EXPLORERS or ADVENTURERS? 40 0 1 9

0 some
1 very

How often have you borrowed books about explorers or adventurers? 41 0 1 2 9

0 hardly ever or never
1 sometimes
2 often

What would you say about the number of books on explorers or adventurers in the library? 42 0 1 2 3 9

0 not very many
1 some
2 many
3 DK

How good are the books on explorers and adventurers? 43 0 1 2 3 9

0 not very good
1 O.K.
2 very good
3 DK

49. How interested are you in CRAFTS or HOBBIES? 0 some 1 very	44	0 1 9
How often have you borrowed books about crafts? 0 hardly ever or never 1 sometimes 2 often	45	0 1 2 9
What would you say about the number of books about crafts in the library? 0 not very many 1 some 2 many 3 DK	46	0 1 2 3 9
How good are the books on crafts? 0 not very good 1 O.K. 2 very good 3 DK	47	0 1 2 3 9
50. How interested are you in finding out things about the EARTH like rocks, dinosaurs, pollution, weather? 0 some 1 very	48	0 1 9
How often have you borrowed books about earth subjects? 0 hardly ever or never 1 sometimes 2 often	49	0 1 2 9
What would you say about the number of books on earth subjects in the library? 0 not very many 1 some 2 many 3 DK	50	0 1 2 3 9
How good are the books on earth subjects? 0 not very good 1 O.K. 2 very good 3 DK	51	0 1 2 3 9
51. How interested are you in BIOGRAPHIES (lives of real people)? 0 some 1 very	52	0 1 9
How often have you borrowed books about the lives of real people? 0 hardly ever or never 1 sometimes 2 often	53	0 1 2 9
What would you say about the number of books about real people in the library? 0 not very many 1 some 2 many 3 DK	54	0 1 2 3 9
How good are the books about real people? 0 not very good 1 O.K. 2 very good 3 DK	55	0 1 2 3 9
52. How interested are you in ANIMALS? 0 some 1 very	56	0 1 9
How often have you borrowed books about animals from the library? 0 hardly ever or never 1 sometimes 2 often	57	0 1 2 9
What would you say about the number of books about animals in the library? 0 not very many 1 some 2 many 3 DK	58	0 1 2 3 9
How good are the books about animals? 0 not very good 1 O.K. 2 very good 3 DK	59	0 1 2 3 9
53. How interested are you in LEGENDS or MYTHS? (Use FAIRY TALES for young children.) 0 some 1 very	60	0 1 9
How often have you borrowed stories like this? 0 hardly ever or never 1 sometimes 2 often	61	0 1 2 9
What would you say about the number of books or legends, myths (fairy stories) in the library? 0 not very many 1 some 2 many 3 DK	62	0 1 2 3 9
How good are the books on legends, myths (fairy stories)? 0 not very good 1 O.K. 2 very good 3 DK	63	0 1 2 3 9

	64	9
54. How many of the items that you borrow from the public library are used for school projects? 0 none 1 hardly any 2 some (50%) 3 most 4 all	65	0 1 2 3 4 9
55. How often do you use the school library? 0 never 1 hardly ever 2 sometimes 3 often 4 very often 5 no school library	66	0 1 2 3 4 5 9

56. What are the differences between the school library and the public library? (Record up to three responses and code as follows.) 0 no difference, both libraries the same 1 don't know 2 book collection differs 3 non-book collection differs 4 policy differs (circulation, borrowing) 5 personnel differs 6 physical differences 7 other (record) _____	67 68 69	- - -
END OF INTERVIEW. THANK RESPONDENT AND GIVE DIPLOMA	70-71	
PIERS-HARRIS SCORE	72-73	--

COL	KEYPUNCH
1-5	- - - 1 0

REGINA PUBLIC LIBRARY CHILDREN'S SERVICES STUDY

QUESTIONNAIRE FOR SCHOOLS

1. School (Record name) _____ (See code for digits) Type 0 public school 1 Catholic school	6-7 8	- - 0 1
2. What grade are you in? (Record in space to right.)	9-10	- -
3. Sex 0 female 1 male	11	0 1
4. Age (Enter two digit number in space provided.)	12-13	- -
	14 15	9 9
5. Not counting you, how many people are there in your family who live with you? (Enter two digit number in blanks provided.)	16-17	- -
6. Does your family speak some language besides English at home? If yes, what is the language? 00 no 01 yes, language unknown 02 Ukrainian 03 German 04 French	18-19	- -
	20 21 22	9 9 9
7. Not counting books for school, how often do you read books? 0 never 1 hardly ever 2 sometimes (on holidays) 3 often 4 always	23	0 1 2 3 4 9
8. How many books does your family have at home? 0 a few (one or two shelves) 1 some, average (more than two shelves) 2 many (more than five shelves)	24	0 1 2 9
9. How many TV's does your family have? 0 none, (record answer, go to question 13) 1 one 2 two 3 three or more	25	0 1 2 3 9
10. How much do you watch TV? 0 never 1 hardly ever (for something special) 2 sometimes (one to two shows a day) 3 often (three to five shows a day) 4 always (more than five shows a day)	26	0 1 2 3 4 9
11. What are your three favour TV shows? (Record answer, and classify according to type.) 01 News and documentary 02 Variety 03 Juvenile 04 Detective, adventure 05 Sports 06 Sit com 07 Other _____ _____ _____	 27-28 29-30 31-32	 - - - - - -
12. How often are you allowed to choose your own TV shows? 0 never 1 hardly ever 2 sometimes (50%) 3 often 4 always 5 consensus	33	0 1 2 3 4 5 9

13. Have you ever read a book because of a program on TV? 0 no 1 yes	34	0 1 9
14. How often does your family get a newspaper at home? 0 never 1 hardly ever 2 sometimes (the weekend paper) 3 often 4 always	35	0 1 2 3 4 9
15. How often do you read the newspaper? 0 never 1 hardly ever 2 sometimes (50%) 3 often 4 always (100%) 5 never, paper in foreign language	36	0 1 2 3 4 9
16. What parts of newspaper do you read? (Wait for reply before prompting with Comics.) Comics 0 no 1 yes	37	0 1
Sports 0 no 1 yes	38	0 1
News Stories 0 no 1 yes	39	0 1
Entertainment 0 no 1 yes	40	0 1
Ads 0 no 1 yes	41	0 1
Other 0 no 1 yes	42	0 1
17. Are there any magazines you like to read? 0 no 1 yes	43	0 1 9

18. Which ones are they? (Record up to two answers. Code in the space provided.) 00 non-Dewey suggestion 04 general adult (Time, 17, Reader's Digest) 05 general juvenile (Owl, Cricket) 08 comics 09 humour (Mad) 62 engineering, mechanical (Pop. Mechanics) 74 crafts 76 movie mags 78 music mags (Tiger Beat) 84 romance mags _____ _____	 44-45 46-47	 - - - -
19. How long do you think you'll keep going to school? 0 drop out as soon as possible for job 1 drop out as soon as possible for goal (army) 2 finish high school 3 finish university 4 finish other post-secondary 5 no idea, don't know	48	0 1 2 3 4 5 9
20. What kind of job would you like to have when you grow up? (Record answer and type according to code supplied.) _____ 1 don't know	49	1 2 3 4 5 6 7 9
21. How many teams or clubs do you belong to? 0 none 1 one 2 two 3 three 4 four or more	50	0 1 2 3 4 9
22. Have you ever wanted to find out about something, but just couldn't find the information? 0 no 1 yes	51	0 1 9
23. Could you give me an example? (Record the example; use the Dewey system to derive a code no.) _____	52-53	- -

81

24. Suppose that you are not in school now, but you are just having a conversation with a friend, and you both want to find out about something (such as the example you have just described) where do you think you would try to find the answer first? second? third?

(Do not prompt the respondent; rank the following list of suggested answers, including the DK response, with the digits, 1, 2, 3, etc. in the order volunteered by the respondent.)

ask a teacher _____	54	-
ask a parent, or someone at home _____	55	-
ask a friend _____	56	-
People		
ask somebody in the school library _____	57	-
ask somebody in the public library _____	58	-
ask somebody else (in a store, etc.) _____	59	-
School		
use books and things in classroom _____	60	-
use books and things in school library _____	61	-
Home		
use books and things at home ___	62	-
Public Library		
use books and things at public library _____	63	-
Media		
use information from TV and radio _____	64	-
write to newspaper column ____	65	-
Other		
other (record response) _____	66	-
DK		
don't know _____	67	-

25. What is the name of the public library nearest to your house? (Record name, enter code for library.)

_____ 68 -

26. What kinds of things can you take home from the library? (Record up to three items only.)

0 don't know	69	-
1 books		
2 magazines	70	-
3 tapes or records		
4 films, filmstrips	71	-
5 toys, games		
6 other		

27. Are there things that you can use in the library but can't take home? (Record up to three items.)

0 don't know	72	-
1 reference books		
2 other books, magazines	73	-
3 tapes, records or equipment		
4 films, filmstrips or equipment	74	-
5 toys		
6 equipment for A-V		
7 other		

28. Do you know of any activities that take place at the public library? What are they? (Record up to three items.)

0 don't know	75	-
1 yes, but can't think of any		
2 story hours	76	-
3 film shows		
4 clubs (records, crafts, stamp, etc.)	77	-
5 displays (for community art, etc.)		
6 special events or lectures		
7 community meetings		
8 other (record)		

_____

29. Do you think it might be fun to go to any of these activities? Which ones? (Record up to three items.)

0 no	78	-
1 yes, but can't say which ones		
2 story hours	79	-
3 film shows		
4 clubs (records, crafts, stamp, etc.)	80	-
5 displays (for community art)		
6 special events or lectures		
7 community meetings		
8 other (record)		

_____

COL	KEYPUNCH
1-5	- - - 2 0

RE-ENTER IDENTIFICATION NUMBER FROM FRONT PAGE

30. Do you know of any library activities for other people? . . . younger children or adults for instance? (Record up to three items.)

0 no
1 yes, but can't say what activities
2 story hours
3 film shows
4 clubs
5 displays
6 special events
7 community meetings
8 other (record)

_____

6 -
7 -
8 -

31. Do you ever wish you had a good book to read?

0 no
1 yes

9 0 1

32. When you want a book, how do you usually get one? (Record up to three responses.)

0 never arises
1 home
2 school library
3 public library
4 borrow (from friend)
5 buy
6 other

10 -
11 -
12 -

33. Why don't you go to the public library very often? (Record up to three responses.)

0 don't like library (record)

_____

1 too far
2 no time to go
3 nobody goes
4 don't need library
5 trouble (record)

_____

6 other

_____

_____

13 -
14 -
15 -

16-23

16 9
17 9
18 9
19 9
20 9
21 9
22 9
23 9

34. What kinds of books do you read most often? (Record up to three responses, and code responses according to the Dewey system.)

_____ 24-25 - -
_____ 26-27 - -
_____ 28-29 - -

35. (Read to and show respondent the list of subjects.)

Which of these subjects are you interested in? (Record up to three interests; pursue the interests in questions 35 to 42.)

0 not interested in any (record in each blank)
1 sports
2 explorers, adventurers
3 crafts, hobbies
4 earth subjects
5 biography, real people
6 animals
7 legends, myths, fairy stories

30 -
31 -
32 -

36. Which of these subjects do you think other kids are interested in? (Record up to three answers.)

0 not interested in any (record 0 in each blank)
1 sports
2 explorers
3 crafts
4 earth subjects
5 biography
6 animals
7 legends, myths, fairy stories
8 interested in all (record 8 in each blank)

33 -
34 -
35 -

37. How interested are you in SPORTS? 0 some 1 very	36	0 1 9
Have you ever read books about sports? 0 hardly ever or never 1 sometimes 2 often	37	0 1 2 9
How many books do you think that there would be on sports in the public (not school) library? 0 not very many 1 some 2 many 3 DK	38	0 1 2 3 9
How good do you think those books would be? 0 not very good 1 O.K. 2 very good 3 DK	39	0 1 2 3 9
38. How interested are you in EXPLORERS or ADVENTURERS? 0 some 1 very	40	0 1 9
Have you ever read books about explorers? (not including books you had to read for school.) 0 hardly ever or never 1 sometimes 2 often	41	0 1 2 9
How many books on explorers and adventurers do you think there might be in the public library? 0 not very many 1 some 2 many 3 DK	42	0 1 2 3 9
How good do you think those books would be? 0 not very good 1 O.K. 2 very good 3 DK	43	0 1 2 3 9
39. How interested are you in CRAFTS or HOBBIES? 0 some 1 very	44	0 1 9
How often have you read books about crafts? 0 hardly ever or never 1 sometimes 2 often	45	0 1 2 9
How many books on crafts do you think that there might be in the public library? 0 not very many 1 some 2 many 3 DK	46	0 1 2 3 9
How good do you think these books might be? 0 not very good 1 O.K. 2 very good 3 DK	47	0 1 2 3 9
40. How interested are you in finding out things about the EARTH, like rocks, dinosaurs, pollution, weather? 0 some 1 very	48	0 1 9
How often have you read books about earth subjects? 0 hardly ever or never 1 sometimes 2 often	49	0 1 2 9
How many books do you think that there might be on earth subjects in the public library? 0 not very many 1 some 2 many 3 DK	50	0 1 2 3 9
How good do you think those books might be? 0 not very good 1 O.K. 2 very good 3 DK	51	0 1 2 3 9
41. How interested are you in BIOGRAPHIES, lives of real people? 0 some 1 very	52	0 1 9
How often do you read biographies, books about the lives of real people? 0 hardly ever or never 1 sometimes 2 often	53	0 1 2 9
How many books do you think that there might be on biography in the public library? 0 not very many 1 some 2 many 3 DK	54	0 1 2 3 9
How good do you think those books might be? 0 not very good 1 O.K. 2 very good 3 DK	55	0 1 2 3 9

42. How interested are you in ANIMALS? 0 some 1 very	56	0 1 9
How often have you read books about animals? 0 hardly ever or never 1 sometimes 2 often	57	0 1 2 9
How many books do you think that there might be on animals in the public library? 0 not very many 1 some 2 many 3 DK	58	0 1 2 3 9
How good do you think those books might be? 0 not very good 1 O.K. 2 very good 3 DK	59	0 1 2 3 9
43. How interested are you in LEGENDS, MYTHS? (Use FAIRY TALES for young children.) 0 some 1 very	60	0 1 9
How often have you read legends or myths (fairy stories)? 0 hardly ever or never 1 sometimes 2 often	61	0 1 2 9
How many books on legends, myths (fairy tales) do you think there might be in the public library? 0 not very many 1 some 2 many 3 DK	62	0 1 2 3 9
How good do you think these books might be? 0 not very good 1 O.K. 2 very good 3 DK	63	0 1 2 3 9

44. How do you know about the books in the public library? 0 don't know 1 visited 2 heard about	64	0 1 2 9
45. When you do get a book, how often is it used for a school project? 0 never 1 not often 2 sometimes (50%) 3 most times 4 always	65	0 1 2 3 4 9
46. How often do you use the school library? 0 never 1 hardly ever 2 sometimes 3 often 4 very often 5 no school library	66	0 1 2 3 4 5 9
47. What are the differences between the school library and the public library? (Record up to three responses, and code as follows.) 0 no difference, both libraries the same 1 don't know 2 book collection differs 3 non-book collection differs 4 policy differs 5 personnel differs 6 physical differences 7 other (record) _____	67 68 69	- - -
END OF INTERVIEW, THANK RESPONDENT AND GIVE DIPLOMA	70-71	
PIERS-HARRIS SCORE	72-73	- -